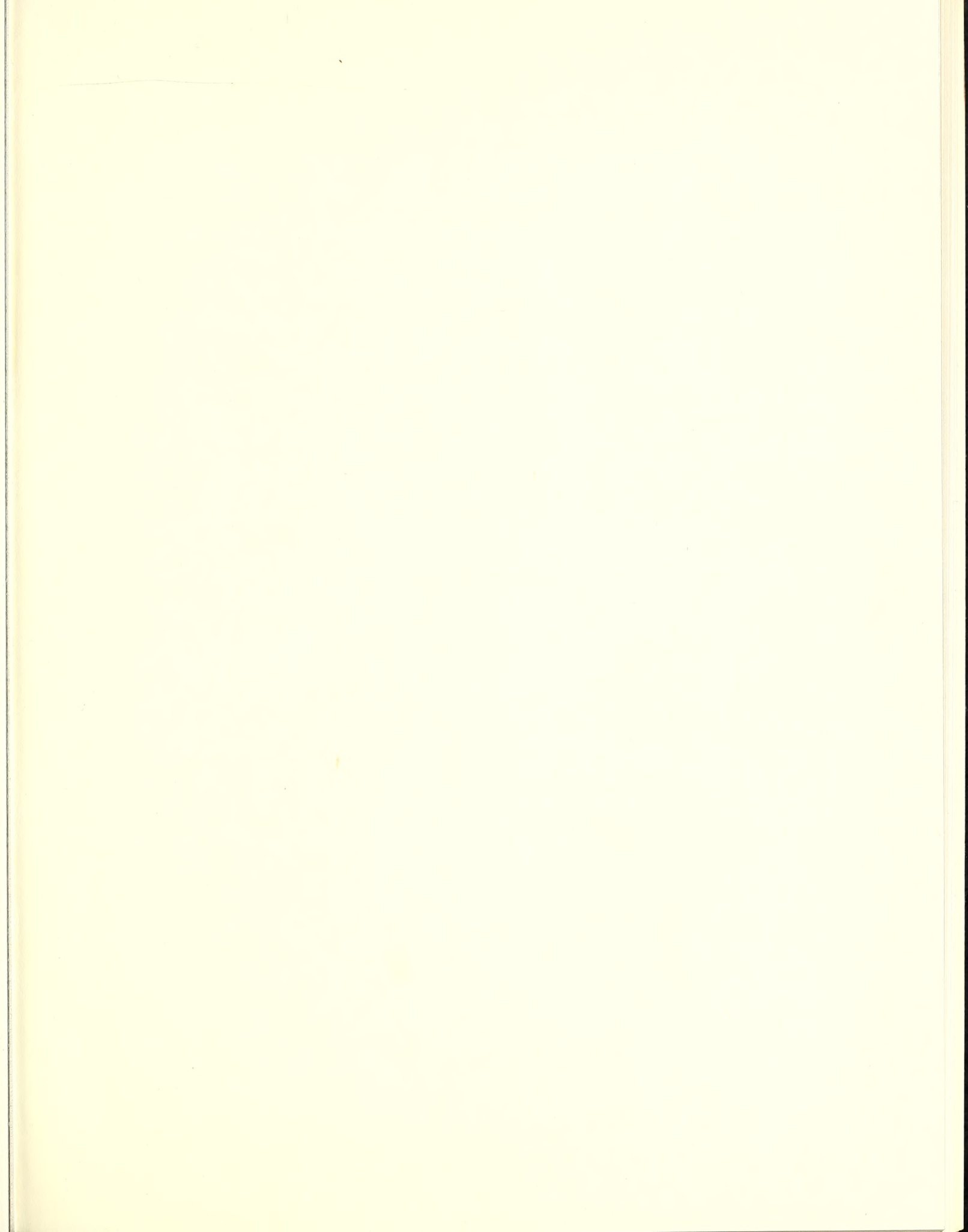
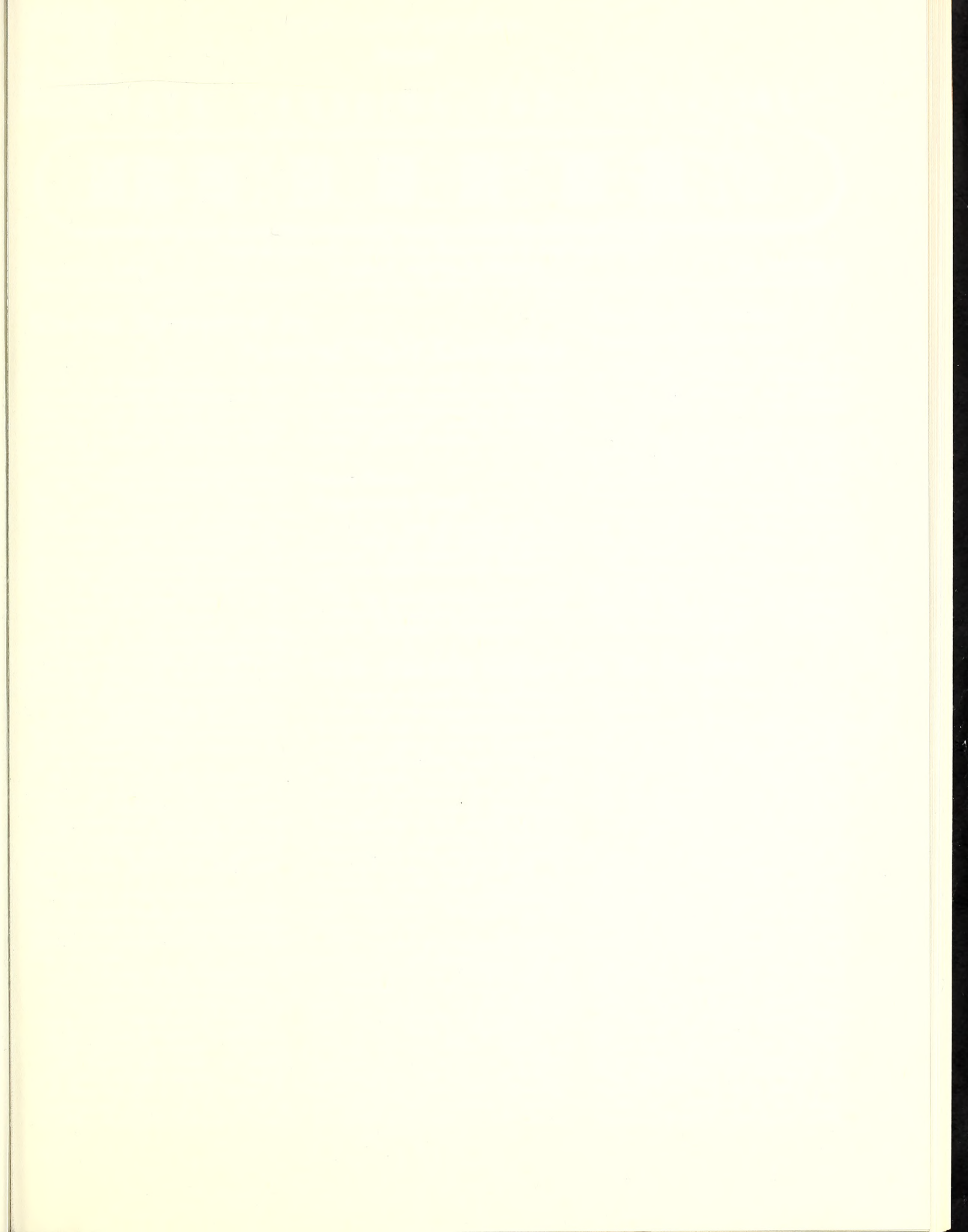


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BULLETIN

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Contest Announced by Powered Flight Committee

Nearly 200 American school teachers will win free trips to Washington next December as a part of the nation's observance of the 50th anniversary of the first airplane flight by the Wright brothers in 1903.

General James H. Doolittle, chairman of the National Committee to observe the 50th Anniversary of Powered Flight, today announced a contest to select four teachers in each State who best prepare and use instructional materials for aviation education in the classroom. The theme to be stressed will be the progress of aviation and its contribution to the nation's welfare in the half-century of its existence.

Each of the 192 winners will be awarded a three-day, all-expenses-paid air trip to Washington on December 15. They will visit Air Force, Navy and Civil aviation facilities, participate in aviation discussions led by leaders from education, industry, and government, make sightseeing trips, and attend the Wright Memorial 50th Anniversary dinner on December 17.

The contest will start September 1 and end November 17. Winners will be announced December 8. Each state superintendent of education has been asked to appoint a committee to select winners in four grade levels: primary, intermediate, junior high and senior high.

Objectives of the contest are:

1. To stimulate teachers to have their students engage in educational activities commemorating the 50th anniversary of powered flight.
2. To further public awareness of aviation's implications to education.
3. To recognize the work done by educators to develop air-minded citizens.
4. To collect examples of techniques devised and used in aviation education.

Any professional educator or student in a school of education may compete, and each contestant may submit as many entries as desired. The material submitted may be in the form of teach-

ing units, plays, radio or TV scripts, audio-visual aids, reports on classroom or community participation in aviation education program, or brief, factual or fictional aviation stories.

Iowa Seeks Appointive Chief

A bill has been introduced into the Iowa legislature that would make the office of superintendent of public instruction appointive rather than elective.

The bill has the support of Jessie Parker, the present superintendent, and the Iowa Education Association.

USA - Canada Values To Be Studied

A project to identify and appraise the values which are common to the people of Canada and the United States was announced recently by the co-chairmen of the Canada-United States Committee on Education, Professor Charles E. Phillips of the Ontario College of Education and Dr. James B. Edmondson, Dean-Emeritus of the College of Education at the University of Michigan. The project is made possible by a grant of \$10,000 to the American Council on Education by the Fund for the Advancement of Education, an independent organization established by the Ford Foundation.

The Canada-United States Committee on Education was organized in 1944 on the initiative of the American Council on Education. It exists as a consultative body of 20 educators who are concerned with the educational relations of the two nations which the Committee unofficially represents. The Committee is sponsored in Canada by the Canadian Education Association in cooperation with the Canadian Teachers Federation and the National Conference of Canadian Universities, and in the United

Less Than \$1.5 Million Remain in State Fund

Less than \$1.5 million now remain in the \$50 million State School Plant Construction, Improvement and Repair Fund provided by the 1949 General Assembly.

An allocation of \$164,318.80 made by the State Board of Education on August 6 brought the total allotment from this State fund to \$48,460,919.79. In addition to this total the sum of \$140,000 was earmarked for expense in connection with the sale of \$25 million of the total which was provided for by bond issue and for administration of the total.

The allotment to date has been prorated by races as follows:

56.5% for white schools,	\$27,359,288.85
42.7% for Negro schools,	20,701,906.44
.8% for Indian schools,	399,724.50

States by the American Council on Education.

It is expected that the study, which will be developed over the next several months by the research director, Dennis H. Wrong, working in close cooperation with the co-chairmen and members of the Canada-United States Committee, will result in a report which will have broad implications for the improvement of curricular materials including textbooks for the schools and colleges of each country. It is anticipated that the study will get under way with an analysis of the works of statesmen and historians, sociologists, and other scholars as well as a study of popular and semi-popular writings and decorations, which will suggest what ideals and values are operative in Canada and the United States. Efforts to appraise the extent to which people of the two countries are actually aware of these common ideals and values will follow. The Canada-United States Committee on Education expects that the study will assist it and other organizations in developing procedures which will help make these values more influential in the thought and action of people of the two countries.

Superintendent Carroll Says . . .

Our school doors have reopened and approximately one million people in North Carolina are now living in school buildings. It is a heartening thought to realize that about one out of every four persons in our State is actively engaged in public education either as a student, a teacher, or as a member of a school administrative staff. As we envision this school percentage in our total population we can sense the tremendous influence which education is expected to exert in building a greater State. In beginning our new year it is my sincere hope that we who teach and administer the schools shall mobilize our skills and abilities with such positive leadership as will make our year profitable not only to the million in school but also to the more than three million other people living in North Carolina. Education can and should make a difference in the lives of people; and, because of their education, people should make a difference in community life. Under this concept, education should equip a person to expend his life purposefully in elevating the lives of others. Our school year will be productive if we so teach as to reach and enrich the community to which we have attached our allegiance. In familiar words, we have reason to expect that each school community in our State will be a better place a year from now because of our inspiring leadership as teachers, principals, and school administrators.

One concern in community relationships which should command our immediate consideration is the State-wide bond election on October 3 involving 50 million dollars for school buildings and 22 million dollars for mental institutions. Those of us who know the needs for additional facilities in both of these areas should discuss these imperative needs with the people of our community. North Carolina is growing rapidly in population with a resultant crisis in school housing. We who study population trends and try to find classroom space are aware of this increasing enrollment; in the next few days we want to be sure that our public becomes equally aware of our mutual problem in housing children for an adequate educational experience. The people of this State have a long and creditable record in favor of their public school system. Armed with the facts, we feel confident of another endorsement by the citizens of this State. Your cooperation in promoting the passage of the two bond issues will be appreciated both now and in the years to come by the children of your community and of your State.

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State Supt. of Public Instruction

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Ye Editor Comments...

Another Volume

With this issue we begin another volume of the BULLETIN, Volume XVIII. We hope to bring you, as we have tried to do in the past, through the columns of this publication many brief articles of interest concerning the public schools and the people who are engaged in the many aspects of their operation.

If you, the reader, have any suggestions as to how this publication may be improved, we shall deem it a favor for you to let us have them. It is no little job to perform the several tasks of getting the BULLETIN to you—writing, typing, proofing the copy, proofing the type, make-up, and keeping the mailing list accurate and up-to-date. We can't use everything submitted, but if there are instances of news that have State-wide significance we shall appreciate it if you will let us have the story.

What Do You Know?

The **New York Times** recently reported the answers to some questions which had been asked a small cross section of the population including high school seniors. According to results, the seniors did better than adults, even though the scores were not commendable.

Some of the questions were: (1) What is the cause of the dispute between Britain and Iran, and why is it of vital concern to us? (2) What caused the break between Yugoslavia and Soviet Russia and why is this vital to us? (3) Is China a member of the United Nations? Italy? Bulgaria? (4) What are the four basic freedoms guaranteed by the First Amendment to the Constitution? (5) What is the meaning of "writ of habeas corpus"? (6) To safeguard the rights of a defendant on trial, what fundamental presumption exists in our law? (7) What do you understand by "authoritarian"? (8) What do you understand by "totalitarian"? (9) What do you understand by "democracy"? (10) Can a government be both democratic and authoritarian? Why?

Answers were: (1) Control of oil production and distribution in Iran. Because this dispute could disrupt politically strategic Iran's economy, it could put it in danger of coming under Russian domination. (2) Attempts by Russia to dictate Yugoslavia's economic policies. This is psychologically of the greatest importance to us because it is the first instance of a Soviet satellite successfully defying Moscow. (3) Nationalist China—yes. Red China—no. Italy—no. Bulgaria—no. (4) Freedoms of speech, press, assembly, and worship. (5) A court order for the release or prompt hearing of a prisoner held without specific charges. (6) That the accused is presumed to be innocent until proved guilty. (7) "Authoritarian" describes a political theory based on the principle of unquestioning obedience to central authority. (8) "Totalitarian" describes a highly centralized form of government controlled by a single political party.

Opportunity

Opportunity will be given on October 3 for the registered voters of the State to decide whether or not there shall be issued \$50 million in bonds from the sale of which the 100 county and 74 city school administrative units will receive funds to help provide additional school facilities.

To vote on October 3 is a simple act, although many will neglect to perform this civic duty. It will require no great effort, although there are many who will fail to exert the little energy required. A favorable vote on October 3 means more than a simple act, however. A favorable vote on the school bond issue means the interest of an individual in the kind of schools his children are to have. A favorable vote means that other North Carolina boys and girls, not now housed in comfortable, modern and fully equipped buildings, will be given a better educational opportunity. A favorable vote means that North Carolina will be a better place in which to live—there will be better educated citizens, they will have a greater earning power, and the State will benefit in that it will be able to offer even greater services to its people.

Testifying

Much as we deplore the methods pursued by some legislative investigating committees in their questioning of persons in regard to communism, we can see no good reason why educators who are questioned in this connection cannot answer forthrightly and candidly.

If a person has never belonged to the Communist party, does not now belong to it, or has no connection with any subversive organization, why not say so. What purpose does it serve for that person to take refuge under the Constitutional provision that to testify might incriminate himself?

On the other hand, if a person has belonged or has had connections with a subversive organization, to refuse to answer indicates that he ought to answer "Yes," but is afraid that such an answer will bring forth other questions the answers to which will get him into deeper trouble.

There is no reason why an innocent person should refuse to testify fully and frankly whenever they are summoned before such committees. Rather, he should seize this opportunity to prove his innocence.

(9) Democracy is any form of government in which the people retain and exercise supreme power either directly or through freely elected representatives who are removable by non-violent means. (10) No, because democracy means individual liberty, while authoritarianism negates individual liberty and denies the right to question authority.

Mars Hill Conference Features Addresses by State Officials and Other Leaders

The Superintendents Conference, sponsored by the State Department of Public Instruction and held again this year at Mars Hill College on August 11-14, was featured by addresses from a number of the State's leading school officials and other leaders.

Calling for a mustering of the strength of North Carolina's teaching profession to meet today's educational challenge, State Superintendent Charles F. Carroll opened the first annual session the evening of August 11. At the Wednesday session the superintendents heard Claude L. Love, Assistant Attorney General, speak on the topic: "The Responsibility of the Superintendent for Leadership in Understanding and Interpreting School Law, and Procedures in Securing Legal Interpretations and Opinions." This was followed by a discussion on the State School Bond Election by a group of superintendents. At this time also former State Treasurer Brandon P. Hodges, who is co-director of the Commission appointed by the Governor to support the bond issue, called on the superintendents to campaign actively for the measure. "We seek the support of all the people regardless of party affiliation," he said. Wednesday afternoon's session was devoted to presentations on "What We Know About North Carolina Schools" by Dr. A. S. Hurlburt of the University of North Carolina and Dr. William A. McCall of Columbia University.

Thursday's morning session was featured by talks by Dean Guy B. Phillips of the State University and Dr. William H. Cartwright of Duke University on the topic: Strengthening Administrative Leadership in Personnel, Selection and Growth and in the Instructional Program. This discussion was followed by a discussion of Strengthening Administrative Leadership in Finance and Business Administration by C. D. Douglas, Controller, State Board of Education.

Selflessness and courage on the part of North Carolina's public school officials was called for by Lieutenant Governor Luther H. Hodges at Thursday's afternoon session. Hodges, who is chairman of the State Board of Education, called for facts instead of "emotional propaganda figures" in determining school needs.

Board members A. S. Brower and Sanford Martin also spoke at this session, Brower discussing the financing of public education and Martin speaking on exercising leadership in public edu-

cation. In a discussion following this synopsis, Dr. D. B. Bryan, chairman of the Wake County Board of Education, expressed regret at the loss of authority of local school committees. H. E. Johnson, chairman of the Asheville City School Board, said that the concept of interdependence should be extended to include school patrons and teachers.

Friday morning's session was featured by an address by Brandon P. Hodges on the subject, "Education and Economics, Codeterminants in the Future of the State."

Board Adopts New Basal Language and Bus. Ed. Texts

New basal language texts for the elementary schools and business education texts for use in high schools were adopted by the State Board of Education within recent months.

Texts adopted will be introduced in the schools this fall gradually replacing texts for which contracts with publishers have expired. The language texts adopted are entirely new, but a majority of the business texts are readoptions of revised editions of books formerly under contract.

Language texts adopted were the following, published by Houghton Mifflin Co.:

- Grade 3, Building Your Language
- Grade 4, Developing Your Language
- Grade 5, Enriching Your Language
- Grade 6, Improving Your Language
- Grade 7, Mastering Your Language
- Grade 8, Perfecting Your Language

Business education texts adopted were the following:

- 20th Century Bookkeeping and Accounting, First-Year Course
- 20th Century Bookkeeping and Accounting, Advanced
- Business English in Action
- Applied Business Law
- The Arithmetic of Better Business
- Elements of Better Business
- Fundamentals of Selling
- Office and Secretarial Training
- Clerical Office Practice
- 20th Century Typewriting, Complete Course, Sixth Edition

There was no basal adoption in short-hand. Texts in this subject, however, will be available under the present supplementary adoption.

Department Issues Kindergarten Bulletin

Standards and legal provisions for the establishment of kindergartens in North Carolina are contained in a new publication entitled *The Kindergarten in North Carolina*, recently issued by the State Department of Public Instruction.

Included in the bulletin are chapters as follows:

- Understanding Five-Year Olds
- The Kindergarten Program
- Kindergarten Facilities, Equipment and Supplies
- Health in the Kindergarten Program
- The Kindergarten Teacher
- The Direction and Supervision of Kindergartens
- References for the Kindergarten Teacher

In a Foreword, State Superintendent Charles F. Carroll states that "this publication has been prepared in compliance with General Statutes 115-65 of the North Carolina Public School Law which requires that kindergartens shall be operated in accordance with standards provided by the State Board of Education." Standards included in the bulletin were approved by the Board on July 2, 1953.

Eight High Schools Become Standard

Eight public high schools, four for white students and four for Negroes, were added to the list of standard schools following the close of the school year 1952-53.

These schools were: Newland in Avery County, West Bertie in Bertie County, Camden in Camden County, and Nakina in Columbus County, all for white students; and Buckland in Gates County, Reynolds in Canton city, Carver in Rutherford County, and Walnut Cove in Stokes County, all for Negro students. The standardization of one Negro high school is pending until further information is obtained.

In addition to these public schools two private high schools were given the standard rating, Greensboro Evening College in Greensboro and Harrellsville in Gates County. The latter, which operated as a private school last year, will become public again this year, following legislation permitting schools which were discontinued because of average daily attendance less than 60 to operate with an average daily attendance of 45, provided the additional number of teachers above two were paid from local funds.

Highsmith Dies May 8

Dr. J. Henry Highsmith, a member of the State Department of Public Instruction since 1920, died the evening of May 8 at his home in Raleigh.

Dr. Highsmith, who would have been 76 years old on October 5, was at his office on the day of his death and had participated in a conference and performed his other regular official duties. He was found dead by his family at approximately 10 o'clock.

Dr. Highsmith devoted his life to North Carolina education. He received his undergraduate degree from Trinity College, now Duke University, in 1900 and his master's degree in 1902. Later, he studied at Columbia University and Wake Forest College. He received a doctor of letters and law degree from Catawba College in 1925.

His long career as an educator began as principal of the Durham grammar school in 1901. In 1906 he became professor of philosophy and Bible at Meredith College. In 1907 he moved to Wake Forest College as professor of education and philosophy.

In 1917 Dr. Highsmith was appointed by Governor Bickett to the State Board of Examiners and Institute Conductors. From 1920 to 1932, he was State high school supervisor; and in 1932 he was made director of the Division of Instructional Service of the State Department of Public Instruction.

A nationally recognized educational leader, Dr. Highsmith taught summer sessions at various institutions and held posts of importance in the educational field. He served as president of the North Carolina Education Association in 1939-40, and as vice president of the Southern Association of Colleges and Secondary Schools.

Craven First Grade Teachers Issue Booklet for Parents

"A Recipe for First Grade Success" is the title of a little booklet prepared by the first grade teachers of the Craven County Schools.

Included in the booklet is a Message to Parents, to be signed by the teacher, a quotation, "Your Child," and sections on the Physical Needs, Health Habits, Social Needs, Emotional Needs and Spiritual and Moral Guidance. There is also a poem, "Just a Boy," a series of "You Can Help" suggestions, "What You May Expect Your Child to Learn" at school, a list of General Suggestions, and a poem "A Teacher Prays." A brief bibliography closes the booklet.

The American Way of Life

We have firmly established rights which protect and give freedom to all individuals. Among these rights are:

- The right to worship God in one's own way.
- The right to free speech and press.
- The right to assemble.
- The right to petition for grievances.
- The right to privacy in our homes.
- The right to trial by jury—innocent until proved guilty.
- The right to move about freely at home or abroad.
- The right to own private property.
- The right to work in callings and localities of our choice.
- The right to bargain with our employers.
- The right to go into business, compete, make a profit.
- The right to bargain for goods and services in a free market.
- The right to contract about our affairs.
- The right to vote in a secret ballot.
- The right to the service of government as a protector and referee.
- The right to freedom from arbitrary government regulation and control.

—American Legion Auxiliary National News.

Public Schools Employ Larger Instructional Staff in 1952-53

Instructional personnel employed in North Carolina's public school system during 1952-53 totaled 31,891—an increase of 1,242 over the number employed in 1951-52.

It is estimated by State educational officials that this number will be still larger for the current year, the expected increase being due to an increase in the number of first graders following the higher birth rate in 1947 together with a smaller increase due to the 15-day change in entrance date. The State Board at a recent meeting in accordance

with authority granted by the General Assembly of 1953 changed the entrance reference date from October 1 to October 15.

The 31,891 persons employed for the year 1952-53 were divided by race as follows: white and Indian, 23,127; Negro, 8,764. These are further classified as 23,004 elementary teachers and principals, 7,359 high school teachers and principals, 281 supervisors of instruction, and 1,247 vocational teachers.

The accompanying table gives further divisions.

Instructional Personnel, 1952-1953

A. State Personnel Employed.

	White	Colored	Total
1. Teachers—			
a. Elementary	15,353	6,396	21,749
b. High School	4,574	1,482	6,056
Total	19,927	7,878	27,805
2. Classified Principals—			
a. Elementary	490	163	653
b. High School	654	219	873
Total	1,144	382	1,526
3. Grand Total—			
a. Elementary	15,843	6,559	22,402
b. High School	5,228	1,701	6,929
c. Supervisors	173	84	257
Total	21,244	8,344	29,588

B. Local and Vocational Positions.

1. Local—			
a. Elementary	517	85	602
b. High School	383	47	430
c. Supervisors	22	2	24
Total local	922	134	1,056
2. Vocational	961	286	1,247
Total	1,883	420	2,303

C. Total Personnel Employed.

1. Elementary	16,360	6,644	23,004
2. High School	5,611	1,748	7,359
3. Supervisors	195	86	281
4. Vocational	961	286	1,247
Total	23,127	8,764	31,891

People Will Vote on \$50 Million School Bond Issue October 3

The question of whether the State will issue \$50 million in bonds for the construction of public school buildings will be decided in a called election on October 3. At the same time the people will decide whether \$22 million in bonds will be issued for the State's mental hospitals.

Both of these questions were provided for by acts of the 1953 General Assembly. If voted, the school bond issue will make the second \$50 million which the State has provided. The 1949 Legislature appropriated \$25 million for this purpose and provided for a bond issue of another \$25 million which was voted. Approximately all of this first \$50 million has been allocated by the State Board of Education, but the need is still great for additional aid.

According to Edwin Gill, State Treasurer, and a member of the Board, "the need is great, the cause is worthy, and the sound financial condition of North Carolina amply justifies such action."

Former State Treasurer Brandon P. Hodges and John Harden, former State official, both now engaged in industrial pursuits, have headed a State campaign to get a favorable vote on both issues. The legal name of the organization is "Public Schools and Mental Care, Inc." The Governor, members of the State Board of Education, and other State officials signed the certificate of incorporation of this agency.

Seven College Teachers Receive Fellowships

Seven members of faculties of North Carolina colleges have been awarded one-year fellowships by The Fund for the Advancement of Education for the academic year 1953-54.

They are: Lowell D. Ashley, University of North Carolina; Ruth N. Horry, North Carolina College; John W. McCullough, North Carolina State College; William R. Mueller, Woman's College of the University of North Carolina; Glenn R. Negley, Duke University; Willa B. Player, Bennett College; and Elizabeth H. Vaughan, Meredith College.

Grants awarded to these persons are designed primarily to enable them to become better qualified to teach in their respective fields. The seven from North Carolina institutions are among 252 awards made to college faculty members throughout the United States, Hawaii and Puerto Rico.

Hurrah for Tennessee!

Report of a Sane Committee

Like many other states Tennessee has been faced with a barrage of complaints that the textbooks used in its public schools are communistic and subversive in their influence on pupils. As a result the Tennessee legislature created a committee to investigate the textbook situation in that state. The report of this committee is so sane and fair that it merits careful reading by school and public.

THE BASIC POINT-OF-VIEW adopted by the group was most unusual. It declared that the primary concern of the legislature was the welfare of the schools. It "looked with pride on the steady increase in state apportionment for education in recent years as evidence of the legislature's belief in the schools and its responsibility toward them."

MOREOVER THE COMMITTEE made it clear that it did not propose to prevent instruction about the various forms of government since it recognized that the youth of the country should understand conflicting political, social and economic systems.

ANOTHER IMPORTANT educational viewpoint re-affirmed by the group was that "freedom to learn about the world and its complexities is as important as the freedom of speech, press and religion. The suppression of freedom to learn will lead inevitably to restrictions of other freedoms."

THROUGHOUT ITS PROCEEDINGS the committee required that complaints be submitted in writing, and that they be discussed in open hearing with both sides of every question freely presented.

THE COMMITTEE FOUND no evidence of subversion in the textbooks used in the public schools of Tennessee. It likewise reported that the colleges and universities were provided adequate safeguards against the infiltration of subversive influences.

THE COMMITTEE'S CONCLUSIONS in brief summary were: that the schools are endeavoring to give pupils a comprehensive understanding and deep appreciation of American democracy; that the study of controversial issues in the schools today is an essential element in the education of boys and girls for citizenship; that it would be a dangerous development if these opportunities should be denied or curtailed; and that due precaution should be taken to protect the democratic right of people to disagree.

THE COMMITTEE EXPRESSED its belief in the teacher as essentially more

important in the classroom than the book he uses, and stated that the teachers of Tennessee, as the general evidence indicated, are among the most conscientious, patriotic, and loyal citizens of the state.

THE COMMITTEE MADE this further significant statement: "The most important single factor in our entire system established to educate children is not books, nor buildings, nor buses, but teachers."

THE COMMITTEE'S REPORT concluded with the admonition that the matter of greatest concern to the state should be the general exodus of teachers from the state, the scarcity of teachers, and the low salary level prevailing in Tennessee.

—*Superintendents Bulletin*,
Omaha Public Schools.

18 New Superintendents Since 1952-53 Directory

Since the 1952-53 Educational Directory was printed last fall there have been 16 changes in the personnel of superintendents; and two have been added by the establishment of new administrative units, making a total of 18 new superintendents.

The two units established are Maxton and Saint Pauls in Robeson County. They were established by acts of the 1953 General Assembly. Superintendents in these units are Maxton, David M. Singley; St. Pauls, William K. Cromartie. One county and one city superintendent changed positions — J. T. Denning from Brunswick to Sampson County and Rowe Henry from Fairmont to Canton city unit. W. J. Boger, assistant superintendent of Mecklenburg, was elected to the superintendency of Randolph County.

Other new superintendents are the following:

Counties

Brunswick—H. C. Stone
Catawba—H. M. Arndt
Graham—Kenneth S. Clem
Haywood—Lawrence B. Leatherwood
Henderson—J. M. Foster
McDowell—Melvin H. Taylor
Surry—B. H. Tharrington
Swain—T. L. Woodard
Tyrrell—M. L. Basnight
Yancey—Hubert D. Justice

Cities

Oxford—C. W. Duggins
Fairmont—Roble O. McCollum
Madison—V. Mayo Bundy

Michigan Superintendent Becomes U. S. Commissioner

Ed. Note: Since writing the following article Dr. Thurston suffered a severe heart attack on August 29, from which he died on September 4.

Dr. Lee M. Thurston, State Superintendent of Public Instruction for Michigan, became U. S. Commissioner of Education on July 1. The newly appointed Commissioner was supposed to become dean of the college of education of Michigan State College on July 1.

Since 1948, Dr. Thurston has been the chief State school officer for Michigan to which office he was twice re-elected, in 1949 and again in 1951. He has had broad experience in public education and has been a member of a university faculty. As Superintendent of Public Instruction for Michigan, Dr. Thurston has been active in the National Council of Chief State School Officers, serving as its president in 1950-51, and on the Educational Policies Commission of which he had just been named chairman after serving since 1950. He had been a member of the NEA Legislative Commission since January, 1953.

The new Commissioner's experience as an educator includes six years as a high school teacher in Michigan schools, five years as a local superintendent, four years as assistant superintendent of schools in Ann Arbor, Michigan, and seven years as deputy superintendent of public instruction for Michigan from 1935-38 and again from 1944-48. From 1938 to 1944 Dr. Thurston was professor of education at the University of Pittsburgh, and since 1942 he has been a member of school survey commissions in New York, Boston, and the State of Washington. His formal education includes the A.B., A.M., and Ph.D. degrees, all from the University of Michigan where he received the doctor's in 1935.

The new Commissioner is a strong advocate of local control of schools; in January, 1949, in a letter to Gov. G. Mennen Williams of Michigan he said, "the community should tax itself sufficiently to be able to take pride in and retain its sense of possession over its community schools." This same emphasis is also seen in his Knapp lecture at the University of Wisconsin in 1952 entitled "The Role of Education in the Development of the American Way of Life."

Notice to Principals

As you know the various departments make available to teachers and pupils a number of publications which are distributed free. It will help these departments if an announcement could be made to the effect, especially where children make requests for publications (like Tar Heel State), that these requests be combined into one order to be sent to one address. The letters of requests may be written, where such is desired as a class exercise, but they should be turned over to the teacher or a committee chairman for consolidation into one order. Following this procedure will save both postage and other costs of distribution.

Will you not, therefore, as principal post a notice on your bulletin board, make an announcement, or apprise your teachers in whatever way you see fit about this desired procedure.

Board Changes Age Entrance Date

Children who become six years old on or before October 15 may enroll in school when school opens for the new year, according to action of the State Board of Education on July 2.

This action of the board was taken under authority of an amendment to section 115-371 of the General Statutes made by the General Assembly of 1953. The amendment authorizes the Board, in its discretion, to change the date from October 1 which was written into law by the 1939 Legislature.

The Attorney General ruled regarding the original date that a child becoming six years old on October 2 would be entitled to enroll in school. A similar ruling covering the new date would permit a child becoming six on October 16 to enroll.

The change will permit fewer than 5,000 new first graders this fall, according to estimates made by the Department of Public Instruction. Following years, provided no further change is made, the first grade enrollment will become normal again.

Miss Dennis Gets National Post

Catherine T. Dennis, State Supervisor of Home Economics Education, was elected to the office of president-elect of the American Home Economics Association at its annual meeting in Kansas City last June.

Miss Dennis was vice president of this organization for the past three years and its program chairman this year. She will become president for a two-year term at the 1954 annual meeting of the Association.

Miss Dennis has been with the North Carolina Department of Public Instruction since July 1, 1936.

Athletic Committee Suggests Modifications in Regulations

Suggested modifications in the regulations and interpretations of the Athletic Code governing athletics in the public schools were made recently to State Superintendent Charles F. Carroll by the State Advisory Committee on Athletics.

These suggested changes, additions and interpretations have been sent to county and city superintendents for their reactions before they are presented to the State Board of Education for approval. In order that the modifications approved may be effective and helpful in planning athletic programs for the coming year, Superintendent Carroll asked the superintendents for their immediate consideration of the proposals.

One of the proposed changes suggested was made necessary as a result of an Act by the General Assembly rescinding the rule which stated: "There shall be no regional or state championship games for girls." Regional had been interpreted to mean "two or more counties or more than two cities in two or more counties."

Section 1 of this law passed February 24, reads: "No regulation of the State Board of Education shall prohibit the playing of high school basketball games by girl students in high school tournaments played outside the bounds of the county in which said high school is located."

Section 2 of the Act reads: "The county boards of education are hereby authorized in their discretion to permit the use of public school gymnasiums for use in high school basketball tournaments."

Average High School Student Takes English, Math, Social Studies, Science, Health and Physical Education

English, mathematics, social studies, science, health and physical education—these are the subjects taken in high school by the average North Carolina student.

These subjects are taken more often because they are required for high school graduation, as follows: English I, Mathematics I (General Mathematics or Algebra I), and Physical and Health Education in the first year; English II and Science II (Biology) in the second year; English III and Social Studies III (U. S. History) in the third year; and English IV in the fourth year. The student elects to take other subjects where such subjects are a part of the curriculum of the school which he attends.

The table below gives the number of public high schools offering various subjects and the number of students taking these respective subjects for each of three years—1947-48, 1949-50, and 1951-52. These figures include all public schools—white, Negro, and Indian. By years the high school enrollment was divided as follows:

Year	1947-48	1949-50	1951-52
Ninth	56,709	64,556	64,192
Tenth	45,927	50,986	52,686
Eleventh	35,885	39,686	42,492
Twelfth	28,577	33,505	34,449
Special	—	20	59
Total	167,098	188,753	193,878
No. Schools	956	953	949

More students are attending the public high schools, as the above figures show; and the upper grade enrollments are larger, thus indicating a greater holding power. That enrollments by years do not correspond to enrollments by subjects where such subjects are required is due to the fact that students in some instances took subjects ordinarily provided for a higher or lower grade, or the enrollment for two years was combined for teaching expediency.

English

The number of students taking English II, III and IV increased during each two-year period shown, but in English I there was a decrease in 1951-52. The number of students taking dramatics tends to increase—From 1,722 in 1947-48 to 3,065 in 1951-52. Enrollment in speech also increased during this period, whereas the number taking journalism decreased after having increased in 1949-50. A few more students were enrolled in spelling classes as a separate subject in 1951-52 than in 1949-50, when there was a drop from 7,802 to 5,167. Enrollment in other English subjects in 1951-52 were advanced dramatics 128,

Whereas the number of students taking citizenship dropped considerably, both world and United States history appeared more popular. This is probably because of the emphasis on history at this time. There were scattered enrollments for other subjects in this group.

Science

More students are taking biology and chemistry, but fewer are enrolled in general science and physics courses. Very few students are enrolled in other subjects in this group.

Health, Safety and Physical Education

Increasing numbers of boys and girls take health, safety and driver education, the number being still small in the latter two subjects. Slightly fewer students were enrolled in physical education in 1951-52 than in 1949-50.

Art and Music

Art enrollment remained about the same in 1951-52 as it was in 1949-50, but a considerable increase is noted in the number taking vocal music.

SUBJECTS (Grades 9-12)	1947-48 No. Schools	1947-48 No. Students	1949-50 No. Schools	1949-50 No. Students	1951-52 No. Schools	1951-52 No. Students
Social Problems	—	5	1	28	—	—
Government	—	465	11	706	—	—
Consumer Economics	—	1	4	229	2	39
Latin American History	—	2	1	32	—	—
Current History	—	31	1	24	—	—
Occupations	—	—	7	139	8	345
Guidance	—	18	19	659	15	423
International Relations	—	2	—	—	—	—
SCIENCE:						
General Science	710	31,814	703	33,349	713	32,459
Biology	892	44,366	893	47,775	854	50,389
Chemistry	434	11,430	481	13,113	549	14,239
Physics	326	6,596	351	7,009	342	6,374
Advanced Biology and Physiology	—	—	2	114	1	52
Physical Science,	—	—	—	—	—	—
Senior Science	6	164	2	63	8	224
Current Science	—	—	1	27	1	25
Photography	—	—	2	24	1	9
Aeronautics	1	94	—	—	1	29
HEALTH AND SAFETY:						
Health	668	41,621	794	52,364	822	54,513
Safety	7	193	21	750	28	1,181
Driver Education	25	725	35	1,176	55	1,708
First Aid	—	—	2	38	1	50
PHYSICAL EDUCATION:						
Folk Dancing	786	58,677	705	63,575	757	62,041
ART:						
Music	47	2,469	50	2,849	47	2,884
Vocal	—	—	—	—	—	—
Glee Club, Chorus, Choir, etc.	73	4,658	85	5,207	155	10,578
Band	130	8,224	139	9,347	95	6,198
Orchestra	105	5,077	129	6,635	93	5,878
Instrumental	—	—	12	428	—	—
Harmony and Theory	—	—	10	156	—	—
Music Appreciation	2	29	3	37	—	—
VOCATIONAL AND PREVOCATIONAL:						
Agriculture I	470	9,279	525	11,007	563	17,105
Agriculture II	451	7,054	507	7,821	534	8,966
Agriculture III and IV	410	5,987	484	7,632	511	8,951
Home Economics I	745	23,924	789	26,858	769	26,230
Home Economics II	714	16,840	770	19,765	741	20,027
Home Economics III & IV	449	7,270	506	8,794	512	10,025
Home Economics for Boys	—	—	5	107	6	74
Family Life	—	—	—	—	9	319
Foods and Nutrition	—	—	2	79	—	—
Home Crafts	—	—	—	—	1	14
Home Nursing	—	—	2	59	—	—
Home Beautification	—	—	1	6	—	—
Clothing	—	—	1	119	—	—

While the number of students taking the subjects in this group, Solid geometry jumped in favor as an elective for 456 students.

Students favored them as a new more among the foreign languages, enrollments in French and Spanish remain almost static, whereas Latin is taken by fewer students each year.

NUMBER OF HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS

(From High School Principals' Reports)

SUBJECTS (Grades 9-12)	1947-48		1949-50		1951-52	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
ENGLISH:						
English I	954	53,954	944	62,084	888	59,897
English II	933	45,861	926	49,187	898	51,615
English III	914	34,923	909	39,087	885	42,589
English IV	899	27,415	901	30,987	879	32,823
Dramatics	63	1,722	75	2,158	86	3,065
Speech	35	826	57	1,375	142	1,578
Journalism	56	1,150	77	2,020	69	1,323
Spelling	89	7,802	61	5,167	40	5,275
Advanced Dramatics	4	58	1	15	3	128
Stagecraft	1	32	1	106	—	—
Radio	—	—	1	23	—	—
Shakespeare	—	—	1	345	4	165
Remedial Reading and English	4	49	—	—	—	—
Advanced Composition and Grammar	1	40	5	65	—	—
Current Literature	—	—	1	28	—	—
Library Science	13	241	16	416	24	419
MATHEMATICS:						
General Mathematics	745	37,198	744	41,868	738	39,690
Algebra I	881	42,457	866	43,893	823	41,267
Algebra II	443	15,890	491	17,229	490	17,685
Plane Geometry	632	16,669	638	14,401	582	14,222
Solid Geometry	41	845	38	574	51	1,020
Trigonometry	37	767	40	818	39	777
Advanced Algebra	23	534	27	602	24	442
Basic Mathematics	22	430	2	18	—	—
Arithmetic	—	—	5	209	—	—
Shop Mathematics	2	41	2	36	—	—
Survey, Practical Fusion	1	23	5	109	—	—
Consumer Mathematics	6	126	—	—	—	—
SOCIAL STUDIES:						
Citizenship	714	37,305	741	41,914	689	36,274
World History	524	18,740	544	20,957	593	23,628
U. S. History	820	35,021	824	37,408	809	41,129
Economics	577	13,075	566	13,806	489	12,245
Sociology	575	12,632	562	13,524	473	13,039
Problems	89	2,439	74	1,951	140	2,771
Geography	265	6,497	277	5,629	272	6,575
Ancient History	14	715	29	988	56	650
Modern History	17	465	21	561	55	263
N. C. History	9	710	2	129	1	126
Negro History	13	534	4	284	6	317
Family Life and Human Relations	—	—	17	495	—	—
OTHER SUBJECTS:						
Psychology	—	—	—	—	4	140
Bible and Religious Education	—	—	—	—	91	5,362
R. O. T. C.	—	—	—	—	1	300
Audio-Visual	—	—	—	—	—	—
Child Development	—	—	—	—	—	—

Textiles, Weaving	1	23	2	29	54	1,218
Diversified Occupations	33	794	45	1,171	30	820
Distributive Education	19	547	22	552	—	—
Printing	5	91	5	159	—	—
Radio	3	75	2	32	2	109
Commercial Drawing	—	—	1	35	—	—
Brick Masonry	—	—	13	332	—	—
Building Trades	—	—	2	79	—	—
Auto Mechanics	—	—	6	139	9	244
Shoe Repairing	—	—	1	59	—	—
Plumbing	—	—	1	12	—	—
Painting	—	—	2	36	—	—
Carpentry	—	—	4	114	—	—
Woodwork	—	—	3	81	14	585
Sheet Metal	—	—	3	50	—	—
Machine Shop	—	—	3	82	—	—
Cosmetology	—	—	2	—	—	—
Other Trades	1	77	—	—	30	820
BUSINESS EDUCATION:						
General Business	198	6,784	225	8,161	253	9,039
Typewriting I	478	19,188	607	23,870	657	26,598
Typewriting II	351	7,022	457	9,834	517	12,191
Business Arithmetic	137	4,224	147	4,654	156	4,011
Elementary Bookkeeping	235	5,463	205	7,479	343	9,531
Advanced Bookkeeping	18	241	20	286	45	510
Shorthand I	260	4,547	304	5,387	367	7,517
Shorthand II	98	985	99	1,266	128	1,481
Business English	26	666	21	652	32	993
Salesmanship	8	196	8	308	12	280
Business Law	27	601	28	748	24	650
Business Geography	7	234	7	113	10	232
Secretarial Practice	14	177	19	249	32	704
Office and Clerical Practice	1	83	15	341	—	—
Business Machines	—	—	7	197	2	93
Business Principles and Practices	—	—	4	152	—	—
Retail Merchandising	—	—	3	67	1	18
Personal Typing	—	—	3	191	—	—
Personal Shorthand	—	—	1	9	—	—
Job Training	—	—	1	28	—	—
Banking	1	5	—	—	—	—
FOREIGN LANGUAGE:						
French I	648	14,051	644	13,292	720	13,768
French II	582	8,802	616	8,884	555	8,901
Latin I	163	5,449	156	5,148	128	3,957
Latin II	141	3,674	125	3,314	125	3,122
Latin III	5	75	2	46	6	97
Latin IV	4	55	4	51	—	—
Spanish I	96	3,328	96	3,132	85	2,963
Spanish II	82	1,853	85	1,741	89	1,918
Spanish III	1	19	1	12	1	14
OTHER SUBJECTS:						
Psychology	4	140	6	396	7	333
Bible and Religious Education	91	5,362	59	3,458	69	2,719
R. O. T. C.	1	300	1	282	1	307
Audio-Visual	—	—	1	16	—	—
Child Development	—	—	—	—	1	38

28 North Carolina Educators Attend National Conference

North Carolina was well represented at the eighth National conference held at Miami Beach, Florida, on June 23-27. This conference was sponsored by the National Commission on Teacher Education and Professional Standards of the National Education Association.

Conference participants include representatives of state education associations, national professional organizations, state departments of education, public and private colleges which prepare teachers, parent teacher associations, national organizations interested in education and presidents of state associations of Future Teachers of America.

More satisfactory ways of licensing teachers and nationwide reciprocity in the certification of teachers were the major topics discussed and studied throughout the five-day meeting. These problems were highlighted in the keynote address which was given by Lucien B. Kinney, professor of education, Stanford University, Palo Alto, Calif. His subject was, "Teacher Certification: Quest for New Bases." Mrs. Sarah C. Caldwell of Akron, Ohio, president, National Education Association, presided at the initial session.

Other major addresses were given by Hermann Cooper, executive dean for teacher education, State University of New York, Albany; Ralph W. McDonald, president, Bowling Green State University, Bowling Green, Ohio, and Abram L. Sachar, president, Brandeis University, Waltham, Mass. Dr. Cooper and Dr. McDonald discussed teacher certification from the viewpoints of "Appraisal and Projection" and "Challenge and Opportunity." Dr. Sachar's subject was "The Certification of Man."

At a series of section meetings on the second day of the conference, delegates considered the following topics: teacher certification and the long-range goals of the profession, adjustments to current impacts, and next steps in the improvement of teacher certification.

A list of participants from North Carolina follows:

Broek, Myrtle. Teacher, Trenton, Rep., North Carolina Education Association.
Brothers, Carolyn. Student, East Carolina College, Greenville.

Cannon, Carl. Student, Duke University, Durham, Rep., Future Teachers of America.

Causey, Mozelle. Teacher, 3511 B. Parkwood Drive, Greensboro, Rep., North Carolina Education Association.

Childs, B. G. Professor of Secondary Education, Duke University, Durham.

Curtright, Mrs. Hazel. Teacher, 17 Monroe Place, Asheville, Rep., North Carolina Education Association.

Edwards, Mrs. Ethel Perkins. Executive Secretary, North Carolina Education Association, Raleigh.

Emmons, Mrs. Phebe H. High School Teacher, 604 W. 2nd Street, Washington, North Carolina. Member, North Carolina Advisory Council on Teacher Education.

Friddle, Ella May. Teacher, Route 2, Box 363, Stokesdale, Rep., North Carolina Education Association.

Gramley, Dale H. President, Salem College, Winston-Salem.

Greenlee, Mary M. Teacher, Box 236, Mooresville, Rep., North Carolina Education Association.

Harrill, W. B. Western Carolina College, Cullowhee. Chairman, Professional Services Committee, North Carolina Education Association.

Hill, Irene D. Teacher, 1904 Brice Street, Greensboro, Rep., NEA Department of Classroom Teachers.

Hillman, James E. Director, Division of Professional Service, State Department of Public Instruction, Raleigh.

Kirkland, J. Bryant. Dean, School of Education, North Carolina State College, Raleigh.

Lindsey, Lulu M. Box 821, Black Mountain, Rep., North Carolina Education Association.

Livengood, Zona. Teacher, P. O. Box 2224, Greensboro, Rep., NEA Department of Classroom Teachers.

Masemore, Ann Little. Teacher, 18 Leak Avenue, Wadesboro, Rep. North Carolina Education Association.

Messick, John D. President, East Carolina College, Greenville.

Patterson, G. R. Professor of Education, Lenoir-Rhyne College, Hickory.

Phillips, Guy B. Dean, School of Education, University of North Carolina, Chapel Hill, member, North Carolina Council on Teacher Education.

Reid, Paul A. President, Western Carolina Teachers College, Cullowhee.

Stiles, Mrs. Cordelia, Charlotte. FTA Consultant for North Carolina Teachers Association.

Wells, Helen. Teacher, Asheville, Rep., Department of Classroom Teachers.

West, Verona. Supervisor, Mount Airy, Rep., N. C. Education Association.

Wey, Herbert. Appalachian State Teachers College, Boone.

Williams, S. D. Elizabeth City State Teachers College, Elizabeth City, Rep.,

Murphy Rounds Out 50 Years Service

T. T. Murphy, superintendent of schools of Pender County, this year will complete his fiftieth year of service in the public schools of North Carolina.

Superintendent Murphy began his career as a teacher in Pender County in 1902-03. From 1903 to 1906 he served as superintendent of schools of the county. From 1908 to 1909 he taught in Durham County. In 1909 he returned to Pender County as superintendent of schools, where he has remained without any interruption in service.

Having served 46 years as superintendent makes Mr. Murphy the dean of North Carolina superintendents.

Dark Clarifies Bus Route Law

"The basic bus route law remains the same as in the past; that is, buses are required to be routed on State maintained highways so a bus will go within one mile of all pupils who live more than one and one-half miles from school."

This is what D. J. Dark, Transportation Assistant of the Division of Transportation, State Board of Education, wrote all county superintendents last May 20.

This letter was written in order to clarify any misunderstanding about the amendment to the school bus routing law made by the 1953 Legislature. A bill was introduced, Mr. Dark pointed out, which if it had been enacted would have required school buses to be routed within one-half mile of all pupils who live more than one and one-half miles from school. This bill did not pass. Instead a substitute bill was enacted. This amendment reads as follows:

"Provided, the State Board of Education may, on the recommendation of the county board of education, permit reasonable exceptions in routing buses on State maintained highways to prevent extreme hardship or danger to pupils who live more than one and one-half miles from school."

Under this new provision, Mr. Dark pointed out further, the county board of education may recommend to the State Board of Education for approval extensions or changes in bus routes where hardship or danger to pupils are of such extreme nature that consideration is justified.

American Association of Colleges for Teacher Education.

Wilson, Chapell. Appalachian State Teachers College, Boone.

Carroll Announces Appointment New Staff Members for Department

Names of nine new staff members for the State Department of Public Instruction were recently announced by State Superintendent Charles F. Carroll.

These new people are as follows:

Pauline Bell, Greenville, as an area music supervisor. Miss Bell will fill one of the positions created by Chapter 1221, Session Laws of 1953. She is a graduate of the University of North Carolina, A. B. degree, and she received her M. A. degree from East Carolina College. She has had experience in her field of music in Cabarrus County, Winston-Salem and Norfolk, Virginia.

H. L. Buffaloe, Wake County, as an engineer with the Division of School Planning. Mr. Buffaloe graduated from North Carolina State College with the Bachelor of Mechanical Engineering, Class of 1947. Following his graduation he was service manager of the Henry Vann Co. of Clinton until 1951 when he became engineer for the State Budget Bureau, from which position he came to the Department of Public Instruction.

Mrs. Faye Thompson Coleman of Wilson County replaces Miss Daphne Eller, resigned, as Assistant State Supervisor of Home Economics Education and Adviser of the Future Homemakers of America organization for North Carolina. Mrs. Coleman is a graduate of Woman's College of the University of North Carolina, Class of 1935, with the B. S. degree in Home Economics Education. She has taught in a number of the State's public schools—five years at Nashville, Nash County, Lee Woodard in Wilson—and a number of years as home agent in Warren County, assistant home agent in New Hanover County, and supervising teacher in the Curry High School, Greensboro.

Nile F. Hunt, native of Tennessee, came to the Department from the High Point city schools where he had been teacher of industrial arts, coordinator of diversified occupations, counselor, elementary principal, and director of industrial education. He received the B.S. degree from East Tennessee State College in 1939 and the M.S. degree from North Carolina State College in 1949. He served with the Navy for a three-year period while on leave of absence from the High Point schools. Mr. Hunt fills a position created by the General Assembly of 1953 in the field of teacher education. He will give immediate attention to the recruitment problem.

Celeste Johnston of Pittsboro assumed her duties as Assistant State School Library Adviser on September 1. Miss

Johnston is a graduate of Woman's College of the University of North Carolina. Class of 1949. She is now completing work toward a master's degree in School Librarianship at the University of North Carolina. Prior to coming with the Department she was librarian in the Charlotte city schools.

W. L. Lathan, native of Union County, Superintendent of Swain County Schools since June, 1937, became Educational Consultant with the Division of School Planning in August. Mr. Lathan replaces Dr. Farnham Pope who resigned about a year ago. He graduated from Duke University, A.B. 1928, and has taken graduate work at Duke and Winthrop College. Before becoming superintendent of Swain County Schools, he was principal of a number of schools in North Carolina and South Carolina.

Mrs. Ruth Chastain Parker came to the Department as another one of the area music supervisors provided by the General Assembly of 1953. She received the Bachelor of Music degree from Jacksonville College of Music, Jacksonville, Florida, the Master of Education degree (music major) from the University of Florida, where she also has taken advanced post graduate work in music and education. She has had wide experience in her field, having conducted a private studio in piano for five years, been a member of the faculties of both the Jacksonville College of Music and the University of Florida, and served as music consultant and supervisor in the schools of Duval and Bradford Counties of Florida.

J. L. Pierce fills a position created by the General Assembly of 1953 for aiding high schools with athletic programs. He has been assigned to the Division of School Health and Physical Education. Mr. Pierce received the A.B. degree from High Point College in 1932 and the M.A. degree from the University of North Carolina in 1940. He has had advanced work toward the Ph.D. degree in the School of Public Health, U. N. C. Mr. Pierce has been teacher, coach and assistant principal in a number of the State's high schools and district supervisor of W. P. A. Recreation. More recently, 1942-1953, he was Professor and Director of Physical Education at Elon College (four years as Director of Athletics). During this period (1944-1946) he was on leave of absence with the Navy.

Bobbie Lorraine Pritchard is another of the three area music supervisors

already employed in accordance with provision made by the 1953 Legislature. She received the A.B. degree from East Carolina College, Greenville. She has taken graduate work at George Peabody Teachers College and Ward-Belmont Conservatory of Music, Nashville, Tennessee. She taught in the Murfreesboro schools, Hertford County, was supervisor of music of five elementary schools in Rocky Mount, supervisor of the Nash County Schools, and music supervisor of the Rocky Mount city intermediate and junior high school grades. She has also had radio, church and various club experiences in musical activities.

Anna M. Cooke became Supervisor of Elementary Schools, Division of Negro Education, on September 1. Miss Cooke took her undergraduate training at Wilberforce University and Winston-Salem Teachers College, from which last-named institution she received the B. S. degree. She did graduate work at Pennsylvania State College where she received the M. Ed. degree and pursued additional work toward the Ed. D. degree. She was Associate Professor of Education at Wilberforce University from 1945 to 1947, Director of Student Teaching at Maryland State Teachers College from 1947 to 1949, and Supervisor of Instruction for the Negro public schools of Warren County, North Carolina, from 1949 to 1953.

Edna D. Garrett has been appointed as Area School Lunch Supervisor to replace Mrs. Josephine M. Clanton who recently resigned. She began her duties on September 15. Miss Garrett is a graduate of Virginia State College where she received the B. S. degree in Home Economics. She has completed residential requirements toward the Master's degree at Hampton Institute and Virginia State College. She has had experience as a vocational home economics teacher at Manassas, Virginia; as cafeteria manager hostess at Blackstone, Virginia; and as a teacher of home economics at Elkton, Maryland, from 1944 to 1950. Since 1950 she has been home demonstration agent for the Cooperative Extension Service in Robeson County, North Carolina.

Fire Prevention Week

Fire Prevention Week will be observed October 4-10, according to an announcement by the National Board of Fire Underwriters, 85 John Street, New York 38, N. Y., from whom supplies may be obtained.

American Education Week November 8 - 14

November 8-14, 1953, has been designated as this year's American Education Week by its sponsors, the National Education Association, the American Legion, the U. S. Office of Education, and the National Congress of Parents and Teachers.

The central theme for this year's observance is addressed to the individual citizen: **GOOD SCHOOLS ARE YOUR RESPONSIBILITY.** The daily topics relate to various aspects of the modern school program and to some of the schools' most urgent needs: "Moral and Spiritual Foundations," "Learning the Fundamentals," "Building the National Strength," "Preparing for Loyal Citizenship," "The School Board in Action," "Your Child's Teachers," and "Parent and Teacher Teamwork."

During American Education Week more than 12 million people are expected to accept the schools' special invitation to visit classrooms and observe school work. In addition, the spotlight of public attention will be focused on the work of the schools through the press, radio, television, special programs, and many other channels of communication.

"American Education Week is inventory time," says the sponsoring committee. "It is an occasion to review the purposes and accomplishments of the schools. It is a time to consider school problems, needs, and plans. It is a time for self-examination. Good schools do not just happen. In each community and state the schools are what we make them. They must have our interest and support—during American Education Week, and during every week of the year."

State Increases Teacher Pay

Teachers paid from State funds will receive an annual increase this year ranging from \$225 to \$315 for those holding A certificates and from \$252 to \$351 for those holding graduate certificates.

The General Assembly, at the recommendation of Governor Umstead, gave a 10 per cent boost in salaries of State employees including teachers retroactive to July 1, 1952. This increase has been made the State's standard schedule for the current year.

Under this schedule a teacher holding a Class A certificate will be paid a beginning annual salary of \$2,430. By added experience this will increase annually to \$3,420 for eleven years experience. A teacher holding a Graduate certificate will receive a beginning salary of \$2,772 and will receive \$3,807 if she has 12 years experience. Two years of experience is one prerequisite for holding this type of certificate.

Teachers holding lower grade certificates will get similar increases. The accompanying schedule indicates the monthly salary in accordance with certificate and experience:

State Nine Months School Fund

Monthly Salary Schedule for Teachers (9 School Months) Monthly Salary Schedule for Supervisors (10 Calendar Months) 1953-1954

Type of Certificate	Experience in Years											
	0	1	2	3	4	5	6	7	8	9	10	11
Graduate	—	—	308	318	328	339	350	362	374	387	399	411
Class A	270	278	285	294	303	312	322	333	344	356	368	380
Class B	240	247	255	262	270	278	285	—	—	—	—	—
Class C	194	201	208	216	224	231	—	—	—	—	—	—
Elementary A	180	186	193	200	206	—	—	—	—	—	—	—
Elementary B	167	173	180	186	—	—	—	—	—	—	—	—
Non-Standard	140	—	—	—	—	—	—	—	—	—	—	—

Korean Vets May Take On-Farm Training

Qualified veterans of the Korean war may enroll in Institutional On-farm Training classes at approved schools on the first day of October, November, December, January or February, according to a recent memorandum to teachers of agriculture from A. L. Teachey, State Supervisor of Agricultural Education.

Mr. Teachey set forth in the memorandum the procedure teachers of agriculture should follow in enrolling new Korean veterans. This procedure included both the forms to be filled out, visitations, and actual training of the veterans.

Rehabilitation Report and Handbook Issued

A combination handbook-report of rehabilitation services rendered by the Division of Rehabilitation, State Department of Public Instruction, has been issued recently.

The preparation of this publication was under the direction of Charles H. Warren, Director of Vocational Rehabilitation.

In a Foreword Superintendent Charles F. Carroll pointed out what Rehabilitation means to handicapped individuals. "We are proud," he said, "of the 2,634 individuals rehabilitated in 1952, and most happy that a total of 7,039 individuals have directly or indirectly benefitted by this service."

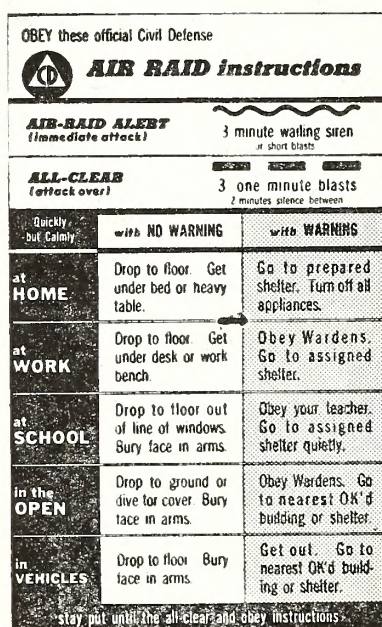
Department Issues CD Publication

Publication No. 290, The Schools and Civil Defense, has been issued and distributed by the State Department of Public Instruction.

"This bulletin," according to a Foreword by State Superintendent Charles F. Carroll, "has been issued as an aid to the schools in meeting needs contemplated as possibilities during an emergency resulting from enemy attack, sabotage, or from natural causes."

The bulletin includes divisions on State Responsibility, Community Responsibility and School Responsibility. Under the latter division are sections on Organization for Civil Defense, Civil Defense in Health Instruction, and Civil Defense in Physical Education. There is also a References section.

The publication is a compilation of suggestions and instruction in "what-to-do" activities in case an emergency should occur.



Chairman Announces Board Committees

Lt. Governor Luther H. Hodges, Chairman of the State Board of Education, announced the appointment of the following eleven committees at a meeting on August 6:

1. *Finance*. Brower, chairman; Carroll, Graham, Oliver, Pritchett, Cowan, and Gill.
2. *Transportation*. Richardson, chairman; Farrell, and Martin.
3. *School Buildings*. Martin, chairman; Carroll, Pritchett, and Trigg.
4. *Insurance*. Pritchett, chairman; Gill and Cowan.
5. *Legislative*. Pritchett, chairman; Brower and Richardson.
6. *Public Lands*. Graham, chairman; Carroll, Gill and Pritchett.
7. *Claims*. Oliver, chairman; and Carroll.
8. *Small Schools*. Cowan, chairman; Brower, Carroll, Martin, Trigg and Richardson.
9. *Curriculum*. Trigg, chairman; Carroll, Farrell and Martin.
10. *Professional Service*. Dougherty, chairman; Carroll, Martin and Trigg.
11. *Athletics*. Farrell, chairman; Carroll and Oliver.

36,410 Students Take H. E. Courses

There were 36,410 students enrolled in 490 vocational departments last year, according to figures compiled recently by Catherine Dennis, State Supervisor of Home Economics.

A total of 933 teachers were employed in these departments—685 white, 242 Negro, and six Indian. Of these 933, 312 were married—246 white, 65 Negro and two Indian.

Twenty-six of the State's colleges offer training for home economics teachers—14 white, five Negro and one Indian.

Doctor Gobble-dygook Says:

"Outgoing curricular integrative structurization is preteressential for even an exiguous modicum of negative entropy."



County Commissioners May Not Submit Their Own Alternative Proposal in School Bond Election

Ed. Note. This article by Edward Lane-Reticker, Assistant Director of The Institute of Government, is being reproduced from the April number of Popular Government.

In *Parker v. Anson County*, 237 N. C. 78 (filed 30 January, 1953), the Supreme Court ruled that the power of county commissioners to approve or disapprove requests of county boards of education for bond issues does not include the power to submit an alternative proposal to the voters in a bond election.

The case arose in Anson where the county board of education had submitted to the county commissioners a proposal for a bond issue of \$1,250,000 to finance seven specific school construction projects. The county commissioners approved the request and called a special bond election for the county to obtain the necessary approval of the voters.

One of the specific projects for which the bond issue was requested was the construction of a new high school for white students in the northwestern part of the county. With reference to this project, the commissioners submitted a second question in the bond election: Should the new high school be built even if the existing high school in Wadesboro could be enlarged to accommodate all the white students in the county? This second question was submitted by the commissioners on their own motion and without consultation with the board of education.

A majority of the voters answered "yes" to the first question, thus approving the bond issue; but a majority also answered "no" to the second question, thus indicating that the new high school should not be built if the existing one could be adequately enlarged. On the basis of answer to the second question, the county commissioners proposed to reduce the bond issue from \$1,250,000 to \$950,000 by abandoning the project for the new high school. At this point, the plaintiff, as a taxpayer, began an action with the object of either invalidating the election and restraining the county commissioners from issuing the bonds authorized thereby, or compelling them to issue the bonds in the originally authorized amount of \$1,250,000 without abandoning the new high school project. The lower court found against the plaintiff and dismissed his action.

The plaintiff appealed and the Supreme Court reversed the decision be-

low. Writing for a unanimous court (Justice Parker did not participate in the case), Justice Barnhill held that it is the prerogative of the board of education, and not of the county commissioners, to determine whether the county should have two high schools or one central high school. The right of the county commissioners is limited to determining whether expenditures proposed by the board of education are necessary and the method of financing such expenditures. The commissioners may not make alternative or substitute proposals. Having approved the requests of the county board of education, the commissioners were not authorized to submit to the voters their own proposal, which was, in effect, that the bond issue be reduced by the amount that could be saved by enlarging the present high school instead of building a new one. The submission of the second question and the vote on it, therefore, were of no effect. However, the inclusion of the second question on the ballot was not so confusing or complicating as to render the vote on the first question void.

The Supreme Court remanded the case to the lower court and directed that court to prepare orders and decrees consistent with the opinion. This apparently means that the county commissioners must now issue the full \$1,250,000 in bonds and make the proceeds available to the county board of education for the construction of the projects originally proposed and approved, including the new high school. The court suggests that it would be possible to abandon the project for the new high school if the county board of education should initiate a proposal for a change in plans and the proposal were approved by the county commissioners.

This decision seems to establish a general budgetary procedure for school capital outlay, whether financed by tax or bond revenues: the board of education must initiate proposals; the county commissioners can approve or disapprove them but they cannot substitute their own. While the case deals only with capital outlay, and not with current school expenses, it would seem that the power of the commissioners is similarly limited with regard to the latter.

School Board Members Are Trustees

School board members are trustees of the public schools.

This fact was pointed out by William G. Carr, Executive Secretary of the National Education Association, at the recent 1953 Convention of the National School Boards Association.

Pointing out that local school boards have made our American kind of school possible, Mr. Carr noted that schools today are still subject to no national inspection or regulation.

"Our schools," he said, "are controlled by men and women chosen by the people of the community for that one specific and heavy responsibility. True enough, the state governments have the legal power to operate schools, but they have wisely and almost invariably delegated that power to the community level. By such measures," he told the delegates, "we have for generations successfully guarded the efficiency, the freedom and the loyalty of our schools."

"Should school boards now express an opinion?" the N. E. A. official asked, "or should they remain silent until the announced inquiries are actually under way? . . . Is it necessary and proper for an agency of our national government to review your selection of teachers, your choice of textbooks, your policy on the composition of school libraries, or your rules regarding the use of your school buildings for public discussion? Does such an investigation under present conditions affront the concept of local control of education?"

Mr. Carr expressed the belief that no doubt whatever existed that the proper authorities should satisfy themselves that subversive persons and subversive teachings be excluded from the school systems of the nation. But the question remains: Who are the proper authorities?

He identified the school board members as a *trustee*, who by law is described as a person who guards valuable things for the benefit of others. There are four principle values, he said, for which the school boards of this nation are the trustees:

"1. The school board member is a trustee for a fair chance in the life of every child, regardless of origin, race, sex, creed, or color.

"2. The school board member is a trustee for an important business, for the maintenance of property and the expenditure of funds which often constitute the largest single economic operation in the community.

"3. The school board member is a trustee of freedom in education, of

schools which are free not only in the economic sense, but in the intellectual sense as well.

"4. The school board member is, more than any other public official, the trustee of local responsibility and local control."

N. C. School Boards Hold Annual Convention

The Sixteenth Annual Convention of the North Carolina State School Board Association was held at the University of North Carolina, Chapel Hill, on September 11-12.

The Convention got underway with a banquet, presided over by President C. W. McCrary, at which an address was given by Dallass Herring, former board member from Duplin County. Following breakfast on Saturday morning demonstration board meetings were conducted by the Alamance County Board of Education. This was followed by an analysis of demonstrated procedures by Dr. W. E. Rosenstengel of the University faculty and Supt. M. T. Lambeth of Statesville. This in turn was followed by group discussions on the topic of the Work of Boards of Education and District Committees.

The luncheon session was featured by an address by State Superintendent of Public Instruction Charles F. Carroll, followed by a business session.

Superintendent Stands in Strategic Position

"The Superintendent of schools stands in a strategic position with respect to the on-going of public education."

This statement was made recently by Dean Guy B. Phillips of the School of Education of the University of North Carolina.

Speaking to superintendents and about the superintendent, Dean Phillips expanded this idea further, as follows: "He (the superintendent) must serve as consultant and adviser to school boards, a counselor to teachers, an adviser to parents and children, an associate of public officials, and a participant in the activities of civic groups.

"His first job should be one of thinking through the role of public education in this complex world. He must become a planner and an organizer, often without executive authority. He is more of a leader than an administrator.

"The superintendent must examine all types of criticism very closely. He must

School Children Will Vote for State Mammal

School children of the State have been asked to vote for a State Mammal by the North Carolina Wildlife Resources Commission.

It is the view of the Commission that when a vote has been taken a recommendation will be made to the General Assembly to have an official State Mammal. The General Assembly of 1941 set up the dogwood as the State Flower, and in 1943 the cardinal was designated as the State Bird.

Children are requested to vote for any animal they wish—the cottontail rabbit, gray squirrel, opossum, mink, or any other animal—as typical of North Carolina. The vote should be sent to MAMMALS, Box 2919, Raleigh, N. C.

School Buses Must Have Flashing Stop Light

All school buses must be equipped with an alternating flashing stop light on both front and rear, according to an act passed by the General Assembly of 1953.

Chapter 840 authorizes the State Board of Education to cause each school bus which is operated as a part of the State school system to be equipped with such lights. The law also requires that all new buses purchased shall be equipped with flashing stop lights.

develop a personnel policy and program which will invite eager and qualified participants. And he must plan and execute the program with vision and imagination. And he must interpret the program far in advance of any possible attack."

"Success will depend upon the ability of school leaders," Dean Phillips further states, "to team up with alert citizens both on individual and on organizational bases." These he mentioned as The National Citizens Commission, local community councils, school board organizations, and the United Forces for Education."

"The superintendent himself can do little until he has brought into action all these forces, working on their own responsibility and in their own strength. He is the coordinating agent through which the program and the public may accomplish the goal of better educated citizens."

The Attorney General Rules . . .

Authority of Local Committee, County Superintendent and County Board of Education to Terminate Continuing Contract of Teachers

In reply to inquiry: I have your letter of July 24 in which you enclose copy of a letter from Mr. _____, Superintendent of _____ County Schools, inquiring as to the specific steps to be followed by the local school committee, the county superintendent and the county board of education in terminating the continuing contract of a teacher. In his letter to you, Mr. _____ stated:

"The new local committee, after deliberation, failed to re-elect Mr. _____ as a teacher in the _____ School. He was given the opportunity to resign, but he refused to do so. The committee asked me to write Mr. _____ informing him that he was not re-elected and that his contract would terminate as of the end of the current school year.

"The County Board of Education knew about the controversy at _____ and had decided to uphold the new committee.

"I wrote Mr. _____ a letter on May 27, 1953, and sent it by registered mail on the same date (copy of my letter is enclosed). The letter was received on May 28, 1953, and the return receipt was signed by Mr. _____ on that date. The school closed on May 29.

"The specific action of the local committee in failing to re-elect Mr. _____ and the fact that the letter was sent to him were reported to the County Board of Education at their meeting on Monday, June 1. The Board approved unanimously."

You also enclosed copy of letter from Mr. _____ to Mr. _____, under date of May 27, 1953, in which it was stated:

"I regret that it becomes my duty to inform you that the local school committee of the _____ School (District No. _____) has failed to re-elect you to the position of eighth grade teacher in the _____ School for the 1953-54 school year.

"Your contract will terminate as of the end of the current school year (May 29, 1953.)

"You have my best wishes for your future success and happiness."

G. S. 115-354 provides that the contracts of public school teachers shall continue from year to year until the teacher is notified as provided in G. S. 115-359. The language of G. S. 115-359 is not entirely clear as to the respective functions of the local school committee, the county superintendent and the

county board of education in the process of discontinuing the contract of a teacher already in service. However, in the case of *BOARD OF EDUCATION v. DICKSON*, 235 N. C. 359, decided on April 9, 1953, Justice Ervin for our Supreme Court said:

"When G. S. 115-359 is read aright, it provides these things by express declaration or necessary implication: The School Committee of a district in a county administrative unit has power to dismiss or reject a principal or teacher of a school of the district as of the end of the current school year, but such dismissal or rejection is subject to the approval or disapproval of the county board of education and has no validity whatever until it has been approved by the county board of education. And even though the county board of education approves the action of the district school committee in dismissing or rejecting a principal or teacher as of the end of the current school year, the dismissal or rejection does not become effective unless the county superintendent of schools notifies the principal or teacher by registered mail of his dismissal or rejection prior to the close of the current school term."

From the foregoing, it will be seen that the process of discontinuing a contract of a teacher already in service requires positive action by the local school committee, the county superintendent of schools and the county board of education. In Mr. _____'s letter to you, he states that the county board of education knew about the controversy at _____ and had decided to uphold the new committee; that the action of the local committee in failing to re-elect Mr. _____ and the fact that the county superintendent had sent the teacher a letter prior to the close of school on May 29 was reported to the county board of education at its meeting on Monday, June 1; and that the board approved this action unanimously. However, the letter of the superintendent to the teacher was sent before any official action had been taken by the county board. The county board simply attempted to approve and confirm, after school had closed, the things that had been done without its official authority prior to the closing of school.

That is almost the exact situation discussed by Justice Ervin in *BOARD OF EDUCATION v. DICKSON*, *Supra*. In that case, the court also said:

"... G. S. 115-359 contemplates that all acts essential to the validity of the dismissal or rejection of a principal or teacher as of the end of

the school year must be fully performed prior to the close of the school term."

From the foregoing, I am of the opinion that the continuing contract of Mr. _____ remains in full force and effect because it appears that the action of the local school committee in rejecting the contract of this teacher was not approved by the county board of education prior to the close of school and the registered letter of the county superintendent notifying the teacher of the action of the local committee and the county board of education was not authorized by official action of the county board of education taken prior to the close of school on May 29, 1953.

—Attorney General, July 27, 1953.

Conferences, Workshops Meetings Were Held

Conferences, workshops, and meetings of various groups—these were all in the vogue during the summer months.

In addition to the conference of superintendents held at Mars Hill August 11-14, various other groups of educational personnel met to plan, to think over, and to get inspiration for doing a better job in their respective fields of endeavor this year. To mention a few—

State English teachers at Chapel Hill, August 6-8.

Public school planning and building at Cullowhee, August 3-4.

Distributive education personnel at N. C. State College, August 17-21. N. C. Science Teachers, Duke University, July 20-24.

Vocational Home Economics Teachers, Raleigh, August 17-21.

Trade and Industrial Educational Personnel, N. C. State College, August 17-21.

School Lunch Workshop, A. & T. College, August 10-14.

Supervisors Conference, Catawba College, August 25-27.

Teachers of Vocational Agriculture, Raleigh, August 17-21.

Annual Junior College Work-Conference (National), Chapel Hill, June 28-July 1.

Supervisors Work Conference, Winston-Salem, June 2-5.

Guidance Workshop, N. C. State College, August 17-21.

State F.F.A. Convention, Raleigh, June 24-26.

School Lunch Summer Workshop, Woman's College, June 8-12.

LOOKING BACK

5 Years Ago

(N. C. Public School Bulletin, September, 1948)

State Supt. Clyde A. Erwin has announced the addition of the following new staff members to the State Department of Public Instruction: Madeline Tripp, Minnie Ruth Lawrence, J. P. Freeman, John Collin Noe, Mary Hines Leonard, and Mrs. Ruth Blackman Ferguson.

Four units will have new superintendents this fall: Jackson, W. V. Cope; Perquimans, J. T. Biggers; Tryon, W. A. Schilleter; and Rockingham, J. E. Honeycutt.

Dr. John E. Ivey has resigned from the University of North Carolina to prepare a detailed plan on which the South can build its regional education system.

10 Years Ago

(N. C. Public School Bulletin, September, 1943)

Carl H. Walker, principal of the Bailey High School, Nash County, has been employed to succeed C. G. Madrey as field representative for the Division of Textbooks.

Five men from North Carolina enrolled in the recent Quartermaster Pre-Induction Driver Education Institute at Camp Lee, Virginia: Ronald Hocutt, N. Carl Barefoot and C. R. Simpson from the Safety Division of the Department of Motor Vehicles; T. E. Glass of the Division of Transportation of the State Board of Education; and Ralph J. Andrews, Coordinator of the High School Victory Corps, State Department of Public Instruction.

15 Years Ago

(N. C. Public School Bulletin, September, 1938)

There have been very few changes in superintendents for the new year. The complete list is as follows: Davie, R. S. Proctor; Iredell, T. Ward Guy; Rockingham, J. C. Colley; Pinehurst, J. W. Harbison; and North Wilkesboro, Paul S. Cragan.

The Boone Conference of superintendents was a success from every standpoint. The programs were well attended; about 300 including 125 superintendents were present (Editorial).

More than 43,000 men and women were enrolled in WPA Community Schools in North Carolina during the past year.

Miss Virginia Ward, Assistant State Supervisor of Home Economics, has returned to her work following summer school attendance at the University of Tennessee.

Go Forth and Teach

"Remember the child. Remember youth. Remember that whatever station in life you may fill, these mortals—these immortals—are your care. Devote, expend, consecrate yourself to the holy work of their improvement. . . Learn only how the ignorant may learn; how the innocent may be preserved; the vicious reclaimed. . . Summon the mightiest intellects; collect whatever of talent, or erudition, or eloquence, or authority, the broad land can supply, and go forth, AND TEACH THIS PEOPLE. For, in the name of the living God, it must be proclaimed that licentiousness shall be liberty; and violence and chicanery shall be the law; and superstition and craft shall be the religion; and the self destructive of all sensual and unhallowed passions shall be the only happiness of that people who neglect the education of their children." From the Peroration in Horace Mann's 4th of July Oration in Boston, 1842.

Geographic Bulletins Resume Publication

The Geographic School Bulletins will resume publication October 5 for the 1953-54 school year, the National Geographic Society has announced in Washington, D. C.

These Bulletins have been one of the Society's contributions to geographic education since 1919. A recently completed poll of teachers and school officials asking their opinions on the value of the Bulletins has brought an overwhelmingly enthusiastic response, proof that these weekly educational aids have lost none of their popularity.

Written in sprightly style and highly informative, the Bulletins went to some 27,000 teachers and pupils last year. The issues, in all, contained 146 specially prepared geographic articles, illustrated with more than 200 National Geographic photographs and maps.

The Bulletins may be obtained by writing the School Service Division, National Geographic Society, Washington 6, D. C.

With greatly increased prices for labor, printing, engraving, paper, ink, and all other supplies necessary for the manufacture of the Bulletins, subscription fee has been increased to seventy-five cents for the thirty issues.

MAKING TODAY'S NEWS

Pender. The Pender County Board of Education recently presented a loving cup to Mr. D. J. Farrior of Burgaw in recognition of his twenty years of service as chairman of the Board of Education. Wallace Enterprise, June 25.

Statesville. The Statesville city school board has hired three couples—a total of six teachers—to work in the local system beginning this fall. Statesville Record, June 25.

Forsyth. There is a move underway in Forsyth County to have the grand jury make its report on schools at the end of each inspection rather than at the end of each six-month term. Winston-Salem Sentinel, June 25.

Wayne. The Mount Olive Junior Chamber of Commerce voted last night to sponsor a driver's training course in Mount Olive and Brogden schools. Goldsboro News-Argus, July 28.

Burlington. Nearly 25 per cent of Burlington's school teachers have quit and there's a chance the city won't be able to replace them all before school opens September 3, the city school superintendent said today. Greensboro News, August 1.

Durham. Bids for a new auditorium and music building at Durham High School will be sought just as soon as the State Department of Public Instruction approves architectural plans, City Schools Supt. L. Stacy Weaver said today. Durham Sun, August 5.

Wake. Wake County Commissioners have agreed to sell \$2,000,000 in school bonds to pay for construction of new City and County schools. Raleigh Times, August 3.

Wayne. Two speech-correction teachers have been assigned to Wayne County by the State Board of Public Instruction and will begin their work in the county schools this fall. Goldsboro News-Argus, August 5.

Guilford. Worried county school officials fear 1953-54 may produce Guilford's greatest teacher shortage since World War II. High Point Enterprise, August 13.

Greensboro. An additional allotment of teachers for Greensboro's overcrowded public schools will be requested from the State Board of Education about September 15, school officials said today. Greensboro Record, September 3.

Forsyth. Forsyth County Teachers will be granted five days a year sick leave, they were told this morning at the first faculty meeting of the 1953-54 school year. Wilmington Star, September 2.

October, 1953

**Dr. Hurlburt Becomes
Ass't State Superintendent**

Dr. Allan S. Hurlburt, University of North Carolina professor of education, has been appointed Assistant State Superintendent in charge of Instruction by State Superintendent Charles F. Carroll. He assumed the duties of the new position on October 1.

The new position was made possible by some reorganization of the Department of Public Instruction following the death of Dr. J. Henry Highsmith, Director of the Division of Instructional Service. In the new position Dr. Hurlburt will coordinate the Department's supervisory services in the field of instruction. Working largely in the areas of curriculum and instructional supervision, Superintendent Carroll stated that Dr. Hurlburt will "coordinate the field services of the Department and thereby enable the public schools to receive more unified services from the State staff."

J. E. Miller, who is now Assistant State Superintendent, will continue in that capacity, serving largely in the field of administration, Superintendent Carroll stated.

A. B. Combs, long time assistant to the late Dr. J. Henry Highsmith, was elevated to the directorship of the newly named Division of Elementary and Secondary Education. "Mr. Combs has served the State in a very efficient manner for many years and is a recognized authority in school organization and administration," Carroll said.

Dr. Hurlburt, native of Connecticut, received his A. B., M. A., and Ph. D. degrees from Cornell University and has had additional graduate work at Harvard University. Before coming to East Carolina Teachers College in 1947, he served as principal of schools at Peru and Horseheads, New York, and taught courses in education at Cornell. He was employed by the State Board of Education in 1950-51 to direct the North Carolina Survey in Public Education. During World War II he served the U. S. Navy as Training Officer in Gun- nery and Communications.

**Administration Explains Proposed Extension
of Social Security to Public Employees**

Explanation of the proposed coverage under Federal-State agreements of members of State and local government retirement systems under provisions requiring that all members of a coverage group brought into the Social Security System, if any are covered, was explained in a message to Congress by President Eisenhower on August 1.

Excerpts from the explanation of the recommended coverage for public employees are as follows:

"The extension of old-age and survivors insurance to employees of State and local government retirement systems would close two major gaps in the protection now afforded such persons—the lack of adequate survivor protection and the lack of continuity of protection for those who move in our Government service. Probably about four-fifths of the persons covered under State and local retirement systems lack adequate survivor protection. Moreover, existing State and local staff retirement systems are designed primarily for those who continue in the service of a particular unit until retirement; the majority of those who leave the service before retirement age normally forfeit any right to retirement income they may have acquired and merely receive a refund of their own accumulated contributions. Similarly, persons who enter State and local government employment from private industry may lose all or part of the protection they have acquired under old-age and survivors insurance. The extension of old-age and survivors insurance to such Government employment would fill these gaps in present protection.

"When coverage is extended to State and local employees who are members of staff retirement systems, those systems can be adjusted to supplement the basic old-age and survivors insurance benefits. . .

"While constitutional barriers preclude the Federal Government from imposing an old-age and survivors in-

surance employer contribution upon State and local governments on a compulsory tax basis, coverage has been made available to certain employees of State and local governments on a contributory basis through Federal-State agreements. At the present time the Federal statute permits Federal-State agreements covering employees of the States or localities who are not in positions covered by a retirement system but it bars the States and localities from bringing in employees who are in such positions. We believe that the Federal law should be changed in order to permit the coverage of these employees as well.

"There are two views as to whether, in making coverage available to employee groups who are under public retirement systems, it is appropriate that the Federal Government leave the decision to bring these employees under old-age and survivors insurance to the State and local governments alone, or whether the Federal Government should require that the decision of the State or local government be subject to the concurrence of the employees should be required believe that the concurrence should be expressed by a substantial majority of those voting. All are agreed that any provision for covering State and local employees should be on a basis that all members of a coverage group be brought in if any are covered.

"We recognize that certain groups of State and local employees such as policemen and fire fighters feel that because there are hazardous and special requirements connected with their work recognition has been accorded these factors in existing retirement plans. Therefore they hold that there should be no extension of old-age and survivors insurance to their groups. In any case a mandatory Federal exclusion limited to these special groups would be preferable to the continued prohibition of coverage for all State and local employees under existing retirement plans."

Superintendent Carroll Says . . .

The central theme for this year's observance of American Education Week is "Good Schools Are Your Responsibility." Our recent Statewide bond election for buildings is another in a series of repeated evidences that our people want good schools for all their children. It is fortunate that Tar Heel children can be "born and bred" where such an attitude prevails. The reality of "all their children," however, presents a fact which not only flatters the State's ego in growth, but likewise challenges the responsibility of the State and its school administrators in providing educational opportunities for an increasing population. Very appropriately, much is being said about our unprecedented growth in school enrollment. It is well that the statistics supporting this growth claim our attention; they warn us of impending needs in classrooms, teachers, instructional supplies, and costs of school operations.

For purposes of information and of guidance in readying ourselves for the years ahead, the following statistics on Live Births in North Carolina are quoted:

Live Births from 1935-1952

1935.....	78,753	1941.....	84,595	1947.....	112,877
1936.....	76,182	1942.....	89,854	1948.....	109,430
1937.....	79,080	1943.....	94,568	1949.....	107,970
1938.....	79,934	1944.....	90,629	1950.....	104,958
1939.....	79,133	1945.....	87,401	1951.....	110,412
1940.....	80,455	1946.....	100,679	1952.....	111,000

While many deductions can be made from the above figures, there is one obvious conclusion; namely, good schools are going to be needed for more children in the days ahead. The trend is apparent. During the last seven years (1946-52) 150,691 more children were born than in the preceding period of seven years (1939-45). The need for the talent, the facilities, and the resources with which to educate these children are proper concerns of all alert citizens.

It is encouraging to observe that many communities are already assuming responsibility for good schools now and in the immediate future. Local boards of education and school authorities are exercising leadership in a very heartening manner. Foresight and vision must characterize today's leadership if tomorrow's children are to have good schools.

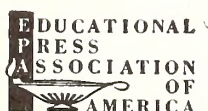
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CHARLES F. CARROLL
State Supt. of Public Instruction

EDITOR
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Director, Division of Publications

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Ye Editor Comments...

Is It Fair?

North Carolina has 100 political units corresponding to the 100 counties of the State. There are also, corresponding to these 100 political units, 100 county school administrative units. Within a majority of the 100 counties are located cities and towns which have independent and separate municipal governmental units. Within 74 of these municipal units administrative school units have been formed, thus making a total of 174 school administrative units, each varying in size from the other and ranging from a school population of less than 1,000 to more than 25,000.

The 74 city school units as a rule cover territory of more congested areas than do the 100 county school units. Likewise, these city units include in a majority of cases the wealthy areas. As a consequence and as a rule it is easier to get a favorable vote on the question of providing public schools on a higher standard than the State supports. To say nothing of the efficiency of operating two or more administrative units when one would suffice including the long-term planning that should be made as to the provision of public schools for at least an entire county, we ask is it fair to the children living outside the city area to limit their educational opportunities simply because they do not live within a city unit. Is it fair to the parents of these children who spend most of their earnings in city units where the wealth is collected with which to provide better educational opportunities for city children alone?

The State in its support of a nine months school term on State standards of cost has gone a long way toward equalizing the opportunities provided rural boys and girls with those living within city units. However, we believe an even closer approach to equalization could be made if all the wealth within a county were placed behind all the children within that county and that the administration of the public schools within a county should be centered in one administrative office.

One Teacher Schools

The one-teacher school is almost a thing of the past in North Carolina. At the close of the school year 1951-52 there were 226-51 for white pupils and 175 for Negroes. Fifty years ago there were 7,867 schools of this sort, 5,491 for whites and 2,376 for Negroes.

All of the one-teacher schools in the State may never disappear. There are conditions in a few instances that make it necessary to operate such schools. However, as a rule, there is no more need for such small schools. The advent of good roads and with these public transportation of children by bus have made consolidation an established policy. Recent State aid in the construction of new buildings is a third factor which has stimu-

Old-age and Survivors Insurance

All teachers and other State employees belong to the State Retirement System. This is a well-known fact. It is not generally known, however, that unless a member of the Retirement System actually retires his beneficiary benefits only to the extent of what the member has contributed to the System plus accrued interest. If the State's system should be extended to include retirement benefits to the member's beneficiary upon his death during employment or less than 30 days following retirement, then a much larger appropriation than is now the case would be necessary. That contingency seems to be out of the question in the near future.

There is, however, a proposal before Congress to provide coverage under Social Security to members of State and local government retirement systems. If, therefore, this proposed legislation is enacted, State employees and teachers may under State-Federal agreements or by a vote of members be covered and thus be provided with adequate and continuous survivor protection. The proposed Federal law would supplement the provisions of the State Retirement Act by filling the gaps in the protection provided at present. We believe that we should lend our support to the enactment of this proposed Federal law by whatever means we have at our disposal.

Dr. Gobbledygook

Dr. Gobbledygook, appearing elsewhere in the BULLETIN, is not a creation of ours. We purloined him from **Schools in Action**, publication of the New York State Education Department, with permission of course. The Doctor must be kin to that Harvard professor who translated the Gettysburg address (see page 10). Well, do you like him?

lated the passage of the one-teacher school from the North Carolina scene.

The elimination of the one-teacher school over the years has been accompanied by an increase in the number of schools with eight or more teachers — or schools with at least a teacher per grade. In these larger schools the teacher is able to devote his entire attention to the training of boys and girls within the more restricted age—both mentally and chronologically. This permits the teacher to concentrate his efforts rather than scatter them as in the case of one-teacher schools.

The disappearance of the one-teacher school, therefore, provides the climate for better instruction for those boys and girls who lived in little districts formerly served by a one-teacher school.

Teacher Primary Producers of Wealth—Claxton

"Teachers in our school are the primary producers of wealth and are effective in proportion to their knowledge and teaching ability."

This statement was made recently by Dr. P. P. Claxton, former U. S. Commissioner of Education.

To prove this statement as true, Dr. Claxton cited figures from the State of Tennessee in which he showed there were fewer failures in school as the training of teachers increased.

"In 29 counties with a general average of 60 per cent of graduate teachers 5.3 per cent of the pupils failed, 28.5 per cent graduated from high school. In 52 counties with a general average of 40 per cent of graduate teachers 6.3 per cent of the pupils failed, 23.5 per cent graduated. In 18 counties with a general average of 24 per cent of graduate teachers 9.2 per cent of the pupils failed, 15.5 per cent graduated. The rate of failures in the last group was 74 per cent higher than in the first, the rate of high school graduates 87 per cent higher in the first than in the last.

"More striking still, in 10 counties," Dr. Claxton further pointed out, "with a general average of 66.2 per cent of graduate teachers only 4.46 per cent of the pupils failed, 31.6 per cent graduated. In 10 other counties, with a general average of 23.9 per cent of graduate teachers, 11.37 per cent of the pupils failed, only 15 per cent graduated. The rate of failure in the last group was more than two and one-half times as high as in the first, the rate of graduation more than twice as high in the first as in the last.

"Applied to the whole state, 4.46 per cent of failures would be 32,325 and 11.37 per cent would be 81,174. In like manner 31.6 per cent of high school graduations would be 24,763 and 15 per cent would be 11,796.

"In 1951 the per cent of failures in the state was 5.9. The total number was 43,284, enough for 1,443 schools of 30 pupils. A loss of \$4,747,808 and a greater loss of 7,791,020 child days. With college graduate teachers with sound professional preparation in all schools failures might well be reduced to three per cent or less.

"At three per cent the number of failures in 1951 would have been 22,339 less than it was, a saving of \$2,501,864 and 4,021,020 child days. With our increasing school population the savings will be more, with all teachers prepared as suggested the quantity and quality of learning will be on a higher level, more boys and girls will graduate from

The Unknown Teacher

"AND WHAT OF TEACHING? Ah, there you have the worst paid and the best rewarded of all the vocations. Dare not to enter it unless you love it! For the vast majority of men and women it has no promise of wealth or fame, but they to whom it is dear for its own sake are among the nobility of mankind. I sing the praise of the Unknown Teacher. . .

"FAMOUS EDUCATORS plan new systems of pedagogy, but it is the Unknown Teacher who delivers and guides the young. He lives in obscurity and contends with hardship. For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness and leads the attack on the trenches of ignorance and folly. Patient in his duty, he quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which in later years will shine back to cheer him. This is his reward.

"KNOWLEDGE MAY BE GUIDED from books; but the love of knowledge is transmitted only by personal contact. No one has deserved better of the Republic than the Unknown Teacher. No one is more worthy to be enrolled in a democratic aristocracy—king of himself and servant of Mankind." —Henry Van Dyke.

high school, more with better preparation will enter college, industrial, technical, and professional schools. As a result our material, cultural and spiritual wealth will be increased far beyond the cost, our men and women will be better prepared for their duties as citizens of state, nation, and world.

"The cost of helping to prepare thus a sufficient number of teachers for all schools by providing scholarships as has been proposed, would not be burdensome. The half million dollars for the first year and the million for the second year, if authorized would have added less than one-half of one per cent to the sum of appropriations. At the peak, two million a year, it would be approximately one-fourth of one per cent of the total of taxes we now pay for all purposes."

87 Units Insure With State Fund

Eighty-seven of the State's 172 administrative school units had all or a part of their public school buildings covered by the Public School Insurance Fund administered by the State Board of Education, according to a report on the Fund as of June 30, 1953, by Thomas B. Winbourne, Director of the Division of Insurance.

These 87 units, the report shows, had a total insurance coverage of \$147,318,075.04. A year ago total insurance by 91 units totaled \$115,490,287.24.

Fire losses during the 1952-53 school year amounted to \$337,071.16. This was much greater than the \$40,666.81 loss the year before. Losses ranged among the 27 units which had fires from \$7.67 in Chapel Hill to \$201,600 in Randolph County. Other losses in excess of \$10,000 were in Buncombe which had a \$46,600 loss, Marion which had a \$49,097.39 loss, and Nash which had a loss of \$11,629.97.

Survey Shows Increase in Counseling Services

There were 576 public high schools which reported counselors for the 1952-53 school year, according to a recent survey made by Ella Stephens Barrett, State Supervisor of Guidance Services for the State Department of Public Instruction.

This number was 35 more than was reported in 1951-52 and indicates an increase in counseling services provided for high school boys and girls. The number of schools offering such services represents 63.5 per cent of the total 907 public high schools operating in 1952-53.

The survey further shows that 1,025 counselors including principals provided a scheduled time for counseling services, the State average being 4.6 hours per week. This, too, was greater than the preceding year when 913 persons gave an average of 4.5 hours per week to such activities.

In a Foreword to the bulletin summarizing the results of the survey and giving a list of persons giving counseling services, State Superintendent Charles F. Carroll stated: "While there is evidence of achievement in this report, it is well to recognize our deficiencies. It is apparent that we need more counselors and that more counselors need more training."

"Guidance," he says, "is a relatively new area, but one which is rapidly achieving status in any school which proposes to meet the varying needs of youth."

Colleges Schedule College Days

Approximately 50 "College Days" have been planned throughout the high schools of the State by a committee authorized by the North Carolina College Conference at its last annual meeting, it was recently announced by W. L. Brinkley, Jr., Duke University, chairman of the committee.

On these days, the committee states, representatives of the various colleges will be at a high school to furnish information and guidance to high school seniors and others who desire to make use of the opportunity. In view of the fact that it was not possible to schedule college days for all high schools, it is the feeling of the committee that seniors of adjacent schools should be invited to schools where "days" are scheduled, and that the principal of the adjacent school should arrange with the principal of the school where a "day" is scheduled for such attendance.

Below is a list of communities and dates of scheduled "days." Only the town is indicated, unless there is more than one "day." Where the schedule is for only one-half day, it is indicated by A.M. or P.M. The A.M. hours are from 9 to 12; the P.M. hours are from 1:30 to 3:30. Where there is no A.M. or P.M. the time is from 9 A.M. to 3 P.M.

1953 School

Oct.

- 19 R. J. Reynolds, Winston-Salem
- 20 Mineral Springs, Winston-Salem
- 21 A.M. Greensboro Senior, Greensboro
P.M. Guilford County,
Site to be Selected
- 22 A.M. High Point
P.M. Lexington
- 23 A.M. Salisbury
P.M. Asheboro
- 26 A.M. Concord
P.M. Albemarle
- 27 A.M. Central, Charlotte
- 28 A.M. Myers, Charlotte
- 29 A.M. Belmont
P.M. Shelby

Nov.

- 4 A.M. Burlington
P.M. Graham
- 5 A.M. Durham
- 6 A.M. Needham-Broughton, Raleigh
- 10 A.M. Lenoir
- 11 A.M. Morganton
- 12 A.M. Hickory
P.M. Newton
- 13 A.M. Statesville
P.M. Mooresville
- 16 A.M. Marion
- 17 A.M. Sand Hill, Asheville
P.M. Edwards, Asheville

Code of Sportsmanship For The Spectator

1. I will applaud good plays made by either team.
2. I will consider our athletic opponents and their fans as guests and treat them accordingly.
3. I will consider the officials as the proper authorities to make decisions and will accept their decisions without demonstration.
4. I will cheer the entry of both teams on the playing field or floor.
5. I will do everything in my power to prevent heckling, booing, throwing objects, or other acts of discourtesy.
6. I will support the team and coach regardless of the winning record of the team. I will consider the age, skill, and experience of the team's members as factors in winning. I will remember that good material is necessary for a coach to win games.
7. I will take pride in promoting good sportsmanship among the spectators, players, and coaches and lend my wholehearted support to any program that strives for this.
8. I will attempt to become more familiar with the rules and fundamentals of the game in order to become a more intelligent and understanding spectator.

18 A.M. Hendersonville

19 A.M. Glenville

P.M. Franklin

20 A.M. Murphy

30 A.M. Fayetteville

P.M. Dunn

Dec.

1 A.M. Farmville

P.M. Greenville

2 A.M. Washington

P.M. Ahoskie

1954 School

Feb.

8 A.M. Williamston

P.M. Plymouth

9 A.M. Edenton

P.M. Hertford

11 A.M. Kinston

P.M. New Bern

12 A.M. Morehead City

P.M. Jacksonville

15 A.M. Snow Hill

P.M. Goldsboro

Note: Additions in February at later date.

Teachers May Get Social Studies Material

Teachers of the social studies and other high school teachers may secure helpful material from the National Industrial Conference Board. These bulletins or charts are called "Road Maps of Industry," and give up-to-date information with reference to matters of economic importance.

During the session 1952-53, 413 teachers in North Carolina availed themselves of this free service. If interested in receiving the material teachers should address Bernard F. Herberick, Director Division of Education, National Industrial Conference Board, 247 Park Avenue, New York 17, N. Y.

Sale of Knick-knacks Undesirable in Schools

Highly refined carbohydrate foods—candies, cakes, bottled beverages, and similar items—dull the appetite for a sufficient quantity of food of high nutritive value essential for the best health, growth and development of children.

This is reported by a committee recently appointed to study the problems relating to the sale of food knick-knacks in schools. "Limiting the sale in schools of supplementing foods to those which will promote good health and growth in children," the committee pointed out, "is a practice which schools interested in health might well consider."

The committee gave three reasons why it is undesirable to sell food knick-knacks of high sugar content in the schools, namely: It violates principles of child growth and development; it makes more difficult problems of school organization, sanitation, etc.; and it has been determined by responsible organizations to be detrimental to child welfare. Organizations opposing the sale of such items in schools are the following: The National Congress of Parents and Teachers, the Council on Dental Health of the American Dental Association, and the Council on Foods and Nutrition of the American Medical Association.

A complete report of the committee may be had by writing Mrs. Annie Ray Moore, State Department of Public Instruction, Raleigh.

Freedom to Read Essential, Says ALA

Freedom to read is essential to our democracy and is guaranteed by our Constitution, the American Library Association reminded the US in a strongly worded statement adopted unanimously at its Los Angeles Conference June 25. Asserting the public interest in the preservation of the freedom to read, the ALA approved the following propositions—which have also been endorsed by the American Book Publishers Council, American Booksellers Association, American Newspaper Guild, Inc., Washington Library Association, and the National Commission for the Defense of Democracy thru Education of the NEA.

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those which are unorthodox or unpopular with the majority.

2. Publishers and librarians do not need to endorse every idea or presentation contained in the books they make available. It would conflict with the public interest for them to establish their own political, moral, or esthetic views as the sole standard for determining what books should be published or circulated.

3. It is contrary to the public interest for publishers or librarians to determine the acceptability of a book solely on the basis of the personal history or political affiliation of the author.

4. The present laws dealing with obscenity should be vigorously enforced. Beyond that, there is no place in our society for extralegal efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

5. It is not in the public interest to force a reader to accept with any book the prejudgment of a label characterizing the book or author as subversive or dangerous.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality of thought and expression. By the exercise of this affirmative responsibility, bookmen can

Cultural Level Rises

Do you think that the prosperity (and/or inflation) of the last decade has served to make Americans more jazz-crazy, more ear-crazy, more materialistic? If so, don't be too sure. Have a look at some of these facts from a significant analysis by Fenton B. Turek in the September issue of *The Scientific Monthly*, a publication of the American Association for the Advancement of Science:

For books, Americans spent 96 per cent more (in constant dollars) in 1950 than in 1940.

For photo developing and printing, 219 per cent more.

For flowers and seeds, 129 per cent more.

For home music (phonographs and records, musical instruments, radios, and television sets), 263 per cent more.

For legitimate theater and opera, personal expenditures are up 85 per cent.

For movies, the gain is only 42 per cent.

For autos, the level of buying is a modest 10 per cent greater now than a decade ago.

More Bibles were bought between 1941 and 1951 than in the previous 40 years.

"There is much to support the fact that the taste of the average American has sharply improved," Mr. Turek continues. "It is estimated that 130 per cent more classical music concerts were held out of New York in 1950 as compared with 1940. Today, classical records account for 40 per cent of total record sales—as against 30 per cent in the prewar period. Attendance at concerts of serious music jumped 88 per cent between 1941 and 1951. The last decade saw an increase of 80 per cent in the number of symphony orchestras and of 550 per cent in the number of local opera companies. Twice as many towns . . . now provide serious music regularly for their populations."

Mr. Turek doesn't pin his case to "an acquired preference for classical music." He cites many other evidences of improving taste, educational level, nature appreciation, general health, and public vitality for cultural pursuits.

demonstrate that the answer to a bad book is a good one, the answer to a bad idea is a good one. —NEA Journal, September, 1953.

Do You Want to Study Our Moral and Religious Resources?

A guide for discussion of *Our Moral and Religious Resources* with questions and references has been prepared by the Commission on Religious Organizations of the National Conference of Christians and Jews.

The outline is to be used as the basis of a national study to be carried on from October 1, 1953, to September 30, 1954. Educational, religious and community groups of all kinds are to participate in the study. Findings will be correlated and the study will culminate in a conference to be held in Washington early in November, 1954.

Copies of the guide together with a Report Sheet are available at 25 cents each (discounts for quantity orders) from the Director, Commission on Educational Organizations, 381 Fourth Avenue, New York 16, N. Y.

Handbook Includes Many Quotations

Many quotations which have become standard among educators are included in a Handbook for School Personnel issued by the Duplin County Board of Education. The Handbook was prepared by a committee of Negro principals and teachers especially for Duplin County Negro Schools.

The Handbook is divided into six parts as follows: Part I, Administration; Part II, The Teacher; Part III, Children; Part IV, The School; Part V, The Supervisor; and Part VI, Community and School. In addition to the regular information as to allotment of teachers, salary schedules, school calendar, etc., found in the average handbook, the Duplin Handbook includes many quotations such as the following: An Oath for Teachers, The Teacher's Prayer, The Unknown Teacher, Twelve Qualities of a Good Teacher, Seven Secrets of Success, a Foreman's Creed, Ten Guides for Personnel Conduct, Code of Ethics for the Teachers, A Pledge for Children, You and Your Manners, What Is a Boy, and many others.

In a Foreword Superintendent O. P. Johnson calls attention to the exceptional child, those ahead as well as those below the average of the class. How teachers meet the needs of such children will determine the success of the schools, the success of the teacher and the success of the child, Superintendent Johnson says.

Educators Welcome Sincere Criticism

In a resolution passed February 18, the American Association of School Administrators stated: "As school administrators, we welcome constructive, sincere, and well-intentioned criticism. Such criticism will improve and enhance school programs."

But the AASA also said: "Some charges are inspired by deliberate intent to injure, if not destroy, American public education. We condemn such tactics and those who indulge in them."

The resolution adopted by AASA continued: "Basic responsibility for control and administration of public education rests with the states and local school systems. We are confident that the 350,000 members of local school boards and the administrators will continue to protect schools from subversive activities and influences and at the same time will preserve the right of free Americans to differ from prevailing opinions without becoming targets for attack."

"Likewise, boards of regents and administrative officers are protecting higher educational institutions from subversive influence and individuals. We commend these boards and officers for protecting the right of an individual to seek the truth and to teach it without fear."

NEA Urges Uniform Attendance Laws and Enforcement Practices

Uniformity in school attendance laws and enforcement practices is urged by the National Education Association by a resolution adopted July 3 at its recent Convention in Miami Beach, Florida.

According to this resolution the NEA "believes that the lack of uniformity among the states in school attendance laws and the diversity in enforcement practices constitute a needless handicap to education." The Association recommended that each state analyze its school attendance laws and, where necessary, make the following revisions:

- (1) The compulsory school attendance age should be raised to 18 years or high school graduation with provision for the issuance of work permits where individually desirable for those pupils who have reached age 16.
- (2) Enforcement procedures should be established to conform to the best principles of educational practice.

ESC Finds Jobs for 4,358 Graduates

College graduates, 385 from four-year colleges and universities and 137 from junior two-year colleges, were placed in their first suitable jobs following graduation by personnel in the 64 local offices of the Employment Security Commission of North Carolina during the fiscal year ended last June 30. It was recently announced by Ernest C. McCracken, director of the Commission's N. C. State Employment Service Division.

In addition to the 522 college graduates, these local offices recorded placements of 349 graduates of business and commercial schools and 3,487 graduates of high schools in the same period, or a total of 4,358 graduates of all types of institutions during the fiscal year.

Of the 385 four-year college and university graduates placed, 45 were graduates of such colleges located in other states and 340 graduated from North Carolina institutions. A break-down of the latter shows the number placed from each of the four-year colleges and universities, as follows:

University of North Carolina, 47; Woman's College of UNC, 33; A & T College, 25; Duke University, 21; N. C. State College, East Carolina College and High Point College, 19 each; Lenoir Rhyne College, 17; Wake Forest College, 16; Johnson C. Smith University, 15; Atlantic Christian College, 12; North Carolina College, 11; Meredith College, 10; Davidson College, Appalachian State Teachers' College and Livingstone College, 7 each; Western Carolina College, Elon College, Catawba College and Fayetteville Teachers' College, 6 each; Guilford College and Flora McDonald College, 5 each; Greensboro College, Salem College and Shaw University, 4 each; Bennett College and Elizabeth City State Teachers' College, 3 each; and Winston-Salem Teachers' College, 1.

Of the 137 junior college graduates placed in jobs, 20 were from out-of-state colleges and the 117 from North Carolina completing junior college work were distributed as follows: Louisburg College and Mars Hill College, 19 each; Peace College, 13; Campbell College, 11; Gardner-Webb College, 10; St. Mary's College and Pfeiffer Junior College, 8 each; Charlotte College, 6; Mitchell College, 4; Pineland Junior College, Catawba College and Lees McRae College, 3 each; Elon College and Brevard College, 2 each; and Woman's College of UNC, A & T College, Chowan College, State Teachers' College, Montreat College and Catawba College, 1 each.

Burlington Has High Attendance Record

Boys and girls attending Burlington city schools have chalked up a high record in school attendance, it is learned from Administrative Notes for September.

The per cent of membership in attendance for 1952-53 was 96.6, slightly better than the 96.4 record of 1951-52. "This high record has been made and maintained in spite of a flu epidemic both years," it is pointed out.

AASA Offers Suggestions On School Insuring

School buildings and equipment should be adequately protected against loss from fires, accidents and other misfortunes by a sound insurance program. So says *Managing the School District Insurance Program*, a report published recently by the American Association of School Administrators (AASA), a department of the National Education Association.

Pointing out that major responsibility for managing the school insurance program rests with the local school board and the superintendent, AASA declares that ounce-of-prevention planning can reduce both the risks to school district property and the cost of protective insurance.

Such planning would include long-range decisions on purchase of suitable properties, where and what kind of school buildings will go up, briefing of personnel on their continuing responsibilities, plus regular checkups on house-keeping, maintenance and compliance with regulations—all in the interests of protecting the public's investment in its schools.

Basic principles in setting up a long-range property insurance program, according to AASA, include budgeting the program so that approximately equal amounts of coverage expire each year; fixing expiration dates so that all policies expiring each year expire on the same day; and distributing the coverage among a number of companies.

Tips for determining replacement values, computing school building depreciation, planning the insurance budget and keeping records are listed along with the pros and cons of flat rate policies, coinsurance plans, blanket coverage and other types of insurance.

STATISTICS SHOW NORTH CAROLINA'S PUBLIC SCHOOL GROWTH

Statistics for recent years show the growth in public schools in North Carolina.

1

There were more children to educate in 1951-52 (according to the table) than was the case nine years ago (1942-43). The average daily membership during the period indicated increased from 809,579 to 877,906. In 1951-52 there were 52,745 more white and 15,582 more Negro pupils in average daily membership than in 1942-43. White pupils increased 9.3 per cent and Negro pupils, 6.4 per cent.

2

There were 62,966 more children in average daily attendance in 1942-43 than in 1951-52. An increase of 47,285, or 8.9 per cent, was made by white pupils. An increase of 15,681, or 7.1 per cent, was made by Negroes.

3

Pupils attended the public schools in 1951-52 in the same proportion as they did in 1942-43—an average of 93 out of each 100 in average daily membership attended every day. The ratio of attendance to membership in 1951-52 was slightly less than in 1942-43 in the case of white pupils. In the case of Negro pupils, however, the ratio was greater in 1951-52 than in 1942-43 as between these two items.

4

There were more absences by pupils in 1951-52 than in 1942-43—an increase of 5,361. The total, however, was in the same proportion in 1951-52 as in 1942-43 as indicated under item 3. On a racial basis there were 5,460 more absences by white pupils in 1951-52 than in 1942-43 and 99 fewer by Negroes.

5

Value of public school property has increased from \$24,057,838 in 1919-20 to \$350,644,858 in 1951-52, 14 times greater. The \$118,897,874 value in 1939-40 has increased approximately three times. Per cent of increase from 1939-40 to 1951-52 of the value of public school property used by white children increased 176.9 per cent. In the case of property used by Negro children there was an 418.2 per cent increase in value from 1939-40 to 1951-52.

6

As between the races the proportion of school property based on value was 90.1 per cent white and 9.9 per cent Negro in 1919-20, the total being 100 per cent. This proportion in 1951-52 was 81.9 per cent white and 18.1 per cent for Negroes. The ratios, as will be noted in the table, have been changing over the period of years

indicated—the proportion becoming less for white students and greater for Negro pupils.

7

There were 2,131 one-teacher public elementary schools in 1929-30. There were only 226 schools of this type in 1951-52—51 for white children and 175 for Negro children. This situation in 1951-52 shows one of the effects of consolidation, transportation, and construction of new buildings. As building programs go forward in the several units many small schools are abandoned.

8

From 1929-30 to 1951-52 the number of public high schools having 6 or more teachers more than doubled. There were 266 such schools in 1929-30. There were 651 in 1951-52. Only 23 of the 266 high schools having 6 or more teachers in 1929-30 were for Negro boys and girls. Of the 651 such schools in 1951-52 there were 142 for Negroes and 509 for Whites.

9

There were only 405 principals and supervisors in 1929-30—318 white and 87 Negro. There were 1,760 principals and supervisors employed during 1951-52—four times the number employed in 1929-30 in the case of white schools five times in the case of Negro schools.

10

There were 26,512 high school graduates at the close of the 1946-47 school year—21,762 white and 4,750 Negro. Five years later, 1951-52, there were 31,881 high school graduates—24,778 white and 7,103 Negro.

11

The percentage of enrollment in high school increased from 18.8 per cent in 1946-47 to 21.2 per cent in 1951-52. In the case of Negro students this five-year increase was from 14.0 to 18.1 per cent. In the case of white students the increase was from 20.9 per cent to 22.5 per cent.

12

A summary of growth in public education from 1919-20 to 1951-52 is indicated by statistics in section 12 of the table. Some of these items are repetitions of those above. A glance at this condensed summary, however, indicates the changes that have been made in public education since 1919-20—just 32 years prior to 1951-52 and as indicated in the column of statistics under that year.

Current costs have advanced tremendously. Average salaries of teachers have increased, and other items as shown have changed considerably. All these figures indicate the rapid growth of public education during recent years.

1948-49	581,102	247,117	828,219
1950-51	612,400	260,350	872,750
1951-52	617,357	260,549	877,906

2. Average Daily Attendance

1942-43	531,272	221,868	753,140
1944-45	502,550	210,596	713,146
1946-47	521,684	212,643	734,327
1948-49	545,323	224,082	769,405
1950-51	576,117	239,919	816,036
1951-52	578,557	237,549	816,106

3. Per Cent of Membership in Attendance

1942-43	94.1	90.6	93.0
1944-45	93.8	89.9	92.6
1946-47	92.6	88.4	91.3
1948-49	93.8	90.7	92.9
1950-51	94.1	92.2	93.5
1951-52	93.7	91.2	93.0

4. Average Daily Absences

1942-43	33,340	23,099	56,439
1944-45	33,182	23,578	56,760
1946-47	41,737	27,848	69,585
1948-49	35,779	23,035	58,814
1950-51	36,283	20,431	56,714
1951-52	38,800	23,000	61,800

5. Value of School Property

1919-20	\$ 21,670,514	\$ 2,387,324	\$ 24,057,838
1929-30	98,946,273	11,475,042	110,421,315
1939-40	103,724,982	15,154,892	118,879,874
1944-45	114,660,497	18,285,060	132,945,557
1949-50	196,797,199	34,211,069	231,008,069
1950-51	235,852,975	46,705,140	282,558,115
1951-52	287,262,871	63,381,987	350,644,858

6. Percentage of Total Property Value

1919-20	90.1	9.9	100.0
1929-30	89.6	10.4	100.0
1939-40	87.2	12.8	100.0
1944-45	86.2	13.8	100.0
1949-50	85.2	14.8	100.0
1950-51	83.5	16.5	100.0
1951-52	81.9	18.1	100.0

7. One-Teacher Elementary Schools

1929-30	978	1,153	2,131
1934-35	504	982	1,486
1939-40	274	777	1,051
1944-45	192	619	811
1949-50	79	284	363
1950-51	63	233	296
1951-52	51	175	226

9. Number Principals and Supervisors

1929-30	318	87	405
1934-35	879	177	1,056
1939-40	1,038	258	1,296
1944-45	1,086	295	1,381
1949-50**	1,258	385	1,643
1950-51**	1,296	419	1,715
1951-52**	1,317	443	1,760

10. High School Graduates

1946-47†	21,762	4,750	26,512
1947-48	20,905	5,120	26,025
1948-49	22,498	5,779	28,277
1949-50	24,226	6,259	30,485
1950-51	24,288	6,524	30,812
1951-52	24,778	7,103	31,881

11. Percentage of Total Enrollment in High School

1946-47†	20.9	14.0	18.8
1947-48	21.2	14.7	19.2
1948-49	21.5	15.5	19.7
1949-50	22.0	16.5	20.4
1950-51	22.3	17.4	20.9
1951-52	22.5	18.1	21.2

12. Public School Statistics

Items	1919-20	1951-52
1. Expenditure for current operation	\$ 9,568,742	\$ 125,000,000
From Federal funds		11,400,000
From State funds	3,409,253	95,600,000
From local funds	6,159,489	18,000,000
2. Value of school property	24,057,838	350,644,858
3. Number of teachers and principals	16,854	30,110
Average monthly salary teachers	\$ 70.00	\$ 342.00
4. Average school term in days	134	180
5. School enrollment	691,249	914,269
6. Per cent in attendance	68.5	93.9
7. Public high schools	420	419
8. Enrollment in high schools	29,294	193,328
9. High school graduates	3,000	31,881
10. Volumes in school libraries	250,000	4,427,932
11. School busses	150	6,173
12. Pupils transported	8,000	410,692

* Eighth grade had gone to elementary school.

** State provided supervisors this year.

† First year the 12 year system was in full operation.

Treasury Sponsors Student Art Project

"Future Unlimited" is the title of a nation-wide art project for school students in grades four through twelve. The project is sponsored by the Treasury Department to start new students, and their families, on personal savings plans through U. S. Savings Stamps and Bonds.

"Future Unlimited" is an educational activity to develop habits of conservation and thrift for the advancement of personal and national financial security. Students taking part in the project will depict what they hope Stamp and Bond savings will provide for them and their families—perhaps material goals, such as a new camera, bike, tractor, funds for art or music school, or college, for setting one's self up in business, or for a long vacation—or perhaps idealistic goals, such as scientific progress, national security, or world peace. "Imagination is the only limit to what you can hope for!"

Participating schools may begin the project any time after the opening of the fall, 1953, school semester. The art work may be done in whatever medium the student wishes—such as ink, crayon, pencil, water color, tempera, etc. The work may be in poster illustration, cartoon, or any other suitable style.

Each school is invited to select not more than five pieces of representative work for submission to the State Savings Bonds Director, P. O. Box G-2, Greensboro, N. C., by February 2, 1954. Depending on their originality, appropriateness, and dramatic influence to aid in the promotion of the Savings Bonds Program, selections of student work will be given publicity and display by the State Savings Bonds Director.

Write to Future Unlimited Art Project, U. S. Savings Bonds Division, Treasury Department, P. O. Box G-2, Greensboro, N. C., for further information.

Doctor Gobble-dygook Says:

"Beware of the 'post hoc, ergo propter hoc' interpretation of causation or any tunnel-visioned concentration on an exclusively mechanistic remedial tutorial approach."



Judges Select Nine School Papers

Nine school papers from North Carolina were selected by the judges in the 16th Annual School Press Project sponsored by the National Tuberculosis Association.

The nine selected will be submitted to the National organization for competition in the nation-wide contest. Papers selected were as follows: *The Sandspur*, Hamlet High School, Hamlet; *The Lincoln Echo*, Lincoln High School, Chapel Hill; *The Voice*, P. W. Moore High School, Elizabeth City; *The Capitol Star*, Capitol Star Highway High School, Hamlet; *Pine Needles*, Hoffman High School, Hoffman; *The Student Observer*, Oak Grove School, Durham; *Hanes Hi Rada*, James W. Hanes High School, Winston-Salem; *The Gray Light*, James A. Gray High School, Winston-Salem; and *West Charlotte Mirror*, West Charlotte High School, Charlotte.

Church Membership Up

Church membership in the United States is at a record peak of 92,277,129, and it is growing faster than the population is growing.

This was reported recently by the National Council of the Churches of Christ in the U. S. A.

Church membership during 1952 increased by 3,604,124, or 4.1 per cent. This is about double the rate of population growth in the same period. Protestant churches increased membership by 3.9 per cent; Roman Catholic churches by 3.5 per cent; Jewish congregations remained at about 5,000,000.

Nearly six out of every ten Americans, 59 per cent of the population, now are church members.

Protestants form the largest group, with Baptist denominations making up 17,470,111 members in 24 different Baptist groups. Methodists, with 22 different groups, have 11,664,978. Lutherans, with 20 different groups, have 6,313,892. Presbyterians account for 3,535,171 members among eleven bodies. Roman Catholics number 30,253,427.

In the last 26 years, church membership in this country has doubled. The recent gains were attributed to three general factors: (1) The spread of systematic evangelistic programs; (2) The generally felt need for guidance in times of international tension; (3) Greatly increased birth rates.

Board Requests Written Petitions

Petitioners who appear before the State Board of Education and who expect an immediate answer to their petitions must in the future have a request in writing in the office of the secretary of the Board ten days prior to the date on which the hearing is scheduled.

This is the substance of a resolution passed at the September session of the Board. The purpose of this action of the Board is to make it possible for decisions of the Board to be made immediately following the hearing and in order that the facts and information concerning the matter brought before the Board may be available at the time the hearing is held.

Other matters acted upon at the September meeting of the Board included:

1. Extension of the date for requiring all new special education teachers to qualify for the Class A Special Education Certificate from July 1, 1953, to July 1, 1954.

2. Approved a request for the Onslow County Board of Education and County Commissioners for a special tax election of 15 cents on the \$100 valuation for Jacksonville Township.

3. Approved application for monies from the State School Plant, Construction, Improvement and Repair Fund totaling \$86,573.62 and the sum of \$9,200 from the Literary Fund.

The Board also acted upon several matters pertaining to the public lands owned by the State and in regard to the use of school busses.

Former State Superintendent Joyner Attends Board Meeting

Dr. James Yarkin Joyner, North Carolina's State Superintendent of Public Instruction from February 19, 1902, to December 31, 1918, met with the State Board of Education at its monthly meeting held September 10.

Dr. Joyner, who was 91 years old August 6 when the Board last met, was extended greetings and congratulations and invited to attend the September meeting. Upon being called on for a few remarks, Dr. Joyner emphasized anew his feeling and that of Governor Charles B. Aycock, by whom he was appointed, that "every child, white or black, high or low, deserves the opportunity to develop every power the Almighty God has endowed him with."

A Correction

In the September BULLETIN, page 11, the statement was made that "Edna D. Garrett has been appointed as Area School Lunch Supervisor to replace Mrs. Josephine M. Clanton who recently resigned." This was an error. Miss Garrett was employed to fill a new position. However, Mrs. Reba F. Ransom, one of the Area School Lunch Supervisors, resigned as of September 15. Mrs. Clanton has not resigned.

Yelton Gives Changes in Retirement Act

Changes made in the Retirement Act by the 1953 General Assembly were issued recently in a memorandum by Nathan H. Yelton, Executive Secretary of the Teachers' and State Employees' Retirement System.

Three changes were made, according to Mr. Yelton, as follows:

1. Limitation of \$5,000 was removed; and, effective July 1, 1953, all employees shall contribute on the basis of the part of his annual compensation up to \$6,500. No member may contribute more than \$325 in any one year. The law also provides that any member who has made in excess of \$5,000 may go back to 1941 and make contributions on his period of membership service for the time that his salary was in excess of \$5,000 per year. This will also apply to prior service before 1941. Instructions will be furnished later on together with forms for submitting certification to this office for compensation received in excess of \$5,000 per year since the beginning of the Retirement System on July 1, 1941. There is no time limit as to when this is to be paid so there is no hurry about getting it worked up as we have more to do at the present time than our staff will permit.

2. \$347,000 was appropriated for the first year of the biennium and \$300,000 for the second year to supplement retirement benefits up to a maximum of \$50 per month for members sixty years of age with twenty or more years of creditable service. This applies to all those that have retired in the past and those that will retire in the future. This supplementary pension is contingent each two years upon the appropriation by the General Assembly. This does not apply to members retired for disability.

3. Members who left the service of the State on or after July 1, 1950, to enter the armed services of the United States and who return to the service of the State within a period of two years after separation shall be entitled to full membership service credit for the period of service in such armed services.

Keep the Schoolbells Ringing in Korea

Under authorization by the NEA's Representative Assembly, the Overseas Teacher Fund has been reactivated to help Korean teachers who are bravely carrying on the task of education in the very midst of war.

Here are the facts:

Tents, flimsy wooden barracks, drafty warehouses, and open fields are serving as substitutes for hundreds of schools lost in bombings or now being used by the United Nations forces. Even when classes are taught in school buildings, classrooms remain unheated throughout the bitter winter months. Poorly fed and poorly clothed, too poorly paid to cope with wartime inflation, Korean teachers somehow find within themselves the courage and strength to carry on.

The specific goal of the campaign is to provide funds for new, warm winter clothing for the men and women teachers in Korea. Permission has been granted to the NEA to distribute directly through CARE. As the garments are needed next fall and winter, it is essential that the campaign start immediately. This will permit many teachers and schools to make contributions before summer, and will allow CARE time to assemble, transport, and distribute supplies directly to Korean teachers when their schools open in August.

The money must come from the teachers and schools of America. . . . Twenty dollars (\$20) will cover the entire cost of a ready-made suit or materials sufficient for a suit and other clothing for those teachers who desire to make their own garments. Some teachers will wish to give the full price of a suit-package; some will join with others to do this. *Any amount is acceptable.* Money should be forwarded to the Overseas Teacher Fund either through the State Association or directly to the NEA.

P. T. A. Membership Totals 255,366

Membership in parent-teacher associations throughout the State stand at a total of 255,366 for the year 1952-53, an all-time high, according to the *North Carolina Parent-Teachers Bulletin*.

Membership in this organization increased 17,368 over the preceding year when there was a membership of 237,998. In percentage of gain North Carolina ranked ninth.

See Yourself as Your Supervisor Would See You

When a supervisor visits a classroom, he may not have a check list in his hand, but he will nevertheless search for "yes" or "no" answers to certain questions. Ten of such questions have been formed by Frank G. Dickey, Dean, College of Education, University of Kentucky, as follows:

1. Is there a friendly atmosphere between teacher and pupil?
2. Does the classroom atmosphere permit both serious study and a sense of humor?
3. Do the pupils and teacher give evidence that they know what they are doing, and why?
4. Is the room clean, orderly and abounding with materials (pictures, bulletin boards, brochures)?
5. Does the teacher get quick hearty responses from pupils?
6. Is there evidence that pupils have had a part in planning classroom activities?
7. Is there evidence that pupils show zest in carrying out their planned work?
8. Does the teacher correct pupils in a friendly manner.
9. Does the teacher praise liberally?
10. Does the classroom atmosphere allow the retiring child to take part in activities on par with the aggressive child?

Committees To Study Teacher Education

Eight areas of study have been set up for study and committees have been assigned to the several areas agreed upon by the State Advisory Council on Teacher Education, according to a recent letter to Council members from Dr. James E. Hillman, Director of the Division of Professional Service, State Department of Public Instruction.

Areas of study are as follows:

1. Selective Recruitment and Admissions.
2. Education of the Elementary Teacher.
3. Education of the Secondary Teacher.
4. Standards for an Approved Teacher Education Institution.
5. Student Teaching.
6. Special Certificates for Supervisors.
7. Renewal Requirements for Certificates.
8. Certification of Elementary School Librarians.

Ideas Worth \$10,000 for \$2.00

How much is know-how worth? What would a business man pay for the best ideas of his fellow entrepreneurs? What's it worth to you to save board meeting time, select better teachers, or get better public support of the proposed budget? \$10,000 seems conservative for a collection of the 97 best practices identified by a year's program of inter-visitation in which 350 administrators and board members took part.

Of course no superintendent deliberately sets out to keep his good ideas to himself. In principle, sharing better ways within the profession is endorsed universally. But, too often, there is no machinery of inter-communication. Superintendent A finds a better way to publicize his district's budget, Superintendent B develops a better system for orienting new teachers, Superintendent C finds a way out of high-pressure athletics. Superintendents A, B, and C too often go their separate ways unknowing of the other fellow's invention which he can use equally well.

Can you see value in a booklet that gives you the best ideas, combined and organized, out of these 1,600? Such a booklet is *Emerging Practices in School Administration*. The book consists of 90 pages of text plus index and end pieces, attractively printed, and bound in paper. The list price of *Emerging Practices in School Administration* is \$2.00. A bulk price is available to institutions affiliated with the Institute of Administrative Research and the Cooperative Program in Educational Administration. Order from Metropolitan School Study Council, 525 W. 120th Street, New York 27, N. Y.

Lunch Program Expands Services

North Carolina's School Lunch Program has expanded tremendously since its beginning in 1943-44, according to figures released recently by Mrs. Anne W. Maley, State Supervisor.

The number of participating schools has increased from 549 in 1943-44 to 1,586 in 1952-53. Mrs. Maley's report shows. A total of 64,562,528 lunches were served during the school year 1952-53 as compared with 10,953,780 in 1943-44.

What is most encouraging, Mrs. Maley states, is the number of lunches served with milk last year—58,051,683 or 97.17 per cent of the total plate lunches as compared with 6,823,098 or 67.3 per cent in 1943-44. The children participating in lunchrooms drank a total of 62,765,600 half pints of milk last year.

Seven High Schools Reopen

Seven small high schools have reopened this fall following an amendment to the public school law by the 1953 General Assembly.

The new law provides that a high school which had been ordered closed since January 1, 1952, because the average daily attendance was less than 60 might reopen if there should be expected in 1953-54 an average daily attendance of 45. However, the State would pay the salaries of only two teachers, the salaries of any additional teachers to be paid from local funds.

The schools reopening under the conditions of this law are: Harrellsville in Hertford County, Mars Hill and Merry Hill in Bertie County, Magnolia in Duplin County, Stem in Granville County, Sandhill Farm Life in Moore County and Deep Run in Anson County.

NEA Advises Teachers on Federal Income Tax

To answer questions about Federal income taxes the National Education Association recently issued six special memos on 1, Educational Expenses (largely summer school); 2, Pensions and Retirement Annuities; 3, Professional Expenses, Professional Services; 4, Temporary Employment-Sabbatical Leave; 5, Gifts, Awards, Scholarships, Fellowships; 6, Internal Revenue Rules Affecting Teachers.

Clarification of deductions permitted for "educational expenses" is expected from an omnibus tax bill being drafted by the Ways and Means Committee. NEA filed a brief.

Meanwhile in New York a Court of Appeals decision may liberalize what teachers may deduct. Says the NEA:

"In this case a lawyer was permitted to deduct his expenses incurred in attending the Fifth Annual Institute on Federal Taxation conducted by New York University. The court allowed the deduction because the lawyer was morally bound to keep abreast of changes in his particular field and attendance at an institute or refresher course was the proper way to do it. Teachers may draw an analogy from this decision and attempt to claim deduction for educational expenses incurred when they take courses that are related to their teaching, especially when the subject matter or methodology is new. . . ."

Office of Education Announces Contest

Plans are now being made for the Seventh Annual Voice of Democracy Contest, to be held as in past years during National Radio and Television Week—November 1 through November 7, it was recently announced by the U. S. Office of Education.

Approved by the National Association of Secondary School Principals, and endorsed by the U. S. Office of Education, the 1954 contest will be sponsored by the National Association of Radio and Television Broadcasters, the Radio-Electronics-Television Manufacturers Association, and the U. S. Junior Chamber of Commerce.

The contest schedule calls for 10th, 11th, and 12th grade students to prepare statements for broadcast from November 9-13. School and community winners are selected from November 16-20. State and territorial winners are named later. Four co-equal national winners are chosen. These are brought to Washington, D. C., where, on February 24, they are presented with college scholarship checks of \$500 and a radio or television receiver. After visiting the White House, the Capitol, and other government buildings, the winning students spend a weekend at Colonial Williamsburg in Virginia, where they participate in the annual democracy workshop for youth.

Schools desiring additional information about the Voice of Democracy contest this year should get further details from the Chairman of the Voice of Democracy Committee, National Association of Radio and Television Broadcasters, 1771 N. Street, N. W., Washington, D. C.

Revised Athletic Regulations Issued

"Regulations Governing Athletics in Public Schools of North Carolina," passed by the State Board of Education, June, 1952, and as revised on August 7, 1953, have been mimeographed by the Division of Health and Physical Education, State Department of Public Instruction.

A supply of the revised booklet has been sent to superintendents for distribution to schools having programs of athletics. Persons not securing a copy through this source may write to J. L. Pierce, above address, for a copy.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Magazine Announces Travel Story Awards

Stories of travel adventures and favorite vacation spots are wanted by *Scholastic Teacher* magazine! The sixth annual Scholastic Teacher Travel Story Awards are now open for teachers, librarians, and school administrators, with cash and merchandise prizes.

Accounts of vacation trips or travel adventures should be 700-1,000 words. Stories will be judged for writing skill, travel interest and special value for educators. Photos are welcome.

Cash awards will include a first prize of \$300 and second prize of \$150. Third prize is a S. V. E. School Master combination Filmstrip and Slide Projector, Slide Changer and Case. Additional prizes will be announced in *Scholastic Teacher* fall issues. Award-winning stories will appear in *Scholastic Teacher*.

Entries should be submitted before the final deadline of December 31, 1953, to: Travel Editor, *Scholastic Teacher*, 33 West 42nd Street, New York 36, N. Y.

Texas Educator Gives Poor Teaching Signs

You can't sweep the remnants of poor teaching under your desk, says R. J. Free, director of Curriculum, Orange, Texas.

Tell-tale signs, he says, are the following:

Drabness—as reflected in: Classrooms which are just four walls, devoid of aids which enrich teaching. Or, on the other hand, classrooms which are cluttered with pictures and posters that are commercial, old and useless. Drabness, too, is reflected in poor handwriting scrawled over the blackboard, too many plans written on the board, too many charts.

Lack of the human touch—as reflected in: The teacher who is always talking; who uses a dictatorial tone; who harps on one subject; who uses sarcasm; who talks about pupils as though they were inanimate. Lack of the human touch is also reflected in a classroom on which the pall of tension falls when the supervisor enters the room; in which the atmosphere becomes rigid; and in which the pupils smile faintly or not at all.

Lack of purpose—as reflected in: Busy work or a helter-skelter of activities. Lack of purpose is also reflected in the teacher who gives heavy assignments on the theory that "laying it on" will somehow produce educated children.

Every day "CARE" packages are saving thousands of lives in Korea

SEND YOUR MONEY TO
"CARE"—NEW YORK

Former Superintendent Named Trudeau Head

Frank W. Webster, superintendent of the Southern Pines school unit from 1932 to 1939, recently was named Executive Secretary of the American Trudeau Society, the medical section of the National Tuberculosis Association.

At the time of his appointment Webster was serving as field secretary of the Society which position he had held since July, 1952. Since leaving school work Webster had served as Executive Secretary of the North Carolina Tuberculosis Association with offices in Raleigh.

School Board Association Issues Quarterly Bulletin

A quarterly bulletin was inaugurated by the North Carolina School Board Association with Number 1 of Volume I having been published for August, 1953.

Under a headline "The President Speaks," signed by President Charles W. McCrary, it is stated that the bulletin will carry information pertinent to school board work and serve as a co-operating factor for activities on the State level. It is also stated that "Matters which require legislative action will be pointed out and discussed pro and con, so that all board members will be fully informed on problems of mutual interest."

The bulletin will be mailed to superintendents and principals for distribution to all board members and district committeemen throughout the State.

New Bond Issues Do Not Require New Taxes

No new taxes will be required to repay the principal and interest on the bonds voted October 3 for schools and mental hospitals, according to calculations made by Brandon P. Hodges, former State Treasurer.

Hodges, who with John Harden was co-chairman of the Bond Campaign, calculates that the annual appropriation necessary to repay principal and interest on the \$22,000,000 issue voted for mental hospitals would be approximately \$1,400,000. In the case of the \$50,000,000 issue for schools, he estimated that approximately \$3,200,000 would be required to repay principal and interest.

"The combined issues," Hodges said, "would require an average appropriation from the General Fund amounting to approximately \$4,600,000 for each of the next twenty years. Thus, total debt service required for the two issues would amount to approximately two and one-half per cent of the Current General Fund revenue. In view of the relatively small amount necessary to repay both principal and interest, new taxes will not be required for this purpose."

Professor Translates Gettysburg Address

The *Gettysburg Address* of President Lincoln has recently been "translated into faculty English by machine methods," by Richard D. Fay, Harvard '13 member of the faculty of Massachusetts Institute of Technology. As published in *Harvard Alumni Bulletin*, it reads:

"Eight and seven-tenths decades ago, the pioneer workers in this continental area implemented a new group based on an ideology of free boundaries and initial conditions of equality. We are now actively engaged in an overall evaluation of conflicting factors in order to determine whether or not the life expectancy of this group or of any group operating under the stated conditions is significant.

"We are met in an area of maximum activity among the conflicting factors. The purpose of the meeting is to assign permanent positions to the units which have been annihilated in the process of attaining a steady state. This procedure represents standard practice at the administrative level.

"From a more comprehensive viewpoint we cannot assign—we cannot integrate—we cannot implement this area . . ."

Honeycutt Calls Attention to Greater Surplus Property

During recent months North Carolina has been offered and accepted greater quantities of property than was the case during the past, it is pointed out by Allison W. Honeycutt in a recent bulletin to county and city superintendents and to other educational and health agencies.

According to Mr. Honeycutt the North Carolina Surplus Property Agency has received a large selection of items including scientific apparatus, electrical office machines—dictating, adding and calculating, and other office equipment, such as typewriters, office furniture and files. Deep fat fryers, potato peelers, blowers, water coolers, stainless steel trays, examination tables, hospital beds and many other items are included.

Bulletins are mailed out to county and city superintendents and to other educational and health institutions. If any health or educational agency not now receiving these bulletins would like to get them, they should write to Mr. A. W. Honeycutt, Division of Purchase and Contract, North Carolina Surplus Property Agency, 316 E. Lenoir Street, Raleigh, N. C.

Letter Writing Makes Friends

More than 200,000 American boys and girls are making friends with young people all over the world by writing letters to boys and girls in countries of the free world. They are doing their bit to help better mutual international understanding, and at the same time are getting real enjoyment from their letters from far off countries.

Teachers of history, geography, civics, languages and social studies find the letters from abroad helpful in the classrooms, because they contain a wealth of interesting up-to-the-minute information. As a pupil participation project it gives the young people invaluable practice in writing good letters and learning how to express themselves.

The International Friendship League has the endorsement of the Department of State, the National Education Association and the U. S. Office of Education. It is also sponsored by the Ministries of Education in all the free countries of the world.

Please send a self-addressed stamped envelope to the International Friendship League, Inc., 40 Mt. Vernon Street, Boston, Massachusetts, for information.

Teaching

You cannot teach a man anything; you can only help him to find it within himself.

—Galileo

A teacher who is attempting to teach without inspiring a pupil with a desire at learning is hammering on cold iron.

—Horace Mann

The one exclusive sign of a thorough knowledge is the power of teaching.

—Aristotle

Other Countries Educate

Germany. Three Unesco institutes have now been set up in the German Federal Republic. They are concerned with youth, social studies, and education, and are situated at Munich, Cologne and Hamburg, respectively.

Great Britain. In Great Britain the possibility of using television as an auxiliary teaching aid is being investigated, six schools in London having been chosen for experiments in connection with science lessons, contemporary history and artistic education.

India. The new scheme of social education which has been worked out for Delhi aims to eradicate illiteracy in the state within three to five years.

Iraq. At the request of the government of Iraq, a small educational mission organized by Unesco recently went to that country to study the organization and conduct of vocational education in relation to general education.

Peru. At the present time there are 70 young farmers' clubs scattered throughout the country, with a total membership of 1,300 young people aged between fourteen and eighteen years.

Switzerland. An international study week on the psychology of children's drawings was organized at Zurich from 4th to 9th October, 1952, under the auspices of the Swiss section of the New Education Fellowship.

U. S. S. R. The newly published Soviet five-year plan for 1951-1955 contains details of the planned development in education. The biggest steps forward envisaged are the prolongation of compulsory education from seven to ten years in all the capitals of the constituent republics, all district headquarters and regional centres, and in the largest industrial centres, and the preparation for making the ten-year period universal in the next five-year plan.

Poetry Association Announces Activities

Announcement of activities for 1953-54 of the National Poetry Association was made recently by Dr. Hartman, Secretary.

Activities are grouped under four headings as follows:

Poetry Anthologies. Closing date for the submission of manuscripts by all public high schools is December 5 for the fall semester and March 25 for the spring semester.

Prose Anthologies. Closing date for the submission of manuscripts for the Fourth Annual Essay Competition is November 5. Essays on any subject are limited to 150 words.

College Poetry Anthologies. Closing date for the submission of manuscripts for the Tenth Annual Anthology of College Poetry is November 5.

National Teachers Anthology. Closing date for the submission of manuscripts for this Anthology is January 1, 1954.

Further information concerning those competitions may be had by writing to the National Poetry Association, 3210 Selby Ave., Los Angeles 34, California.

SCA Begins 1954 Science Talent Search

Seniors of 1954 are advised to start their Scientific Project for entry in the Thirteenth Annual Science Talent Search.

This annual contest is conducted by the Science Clubs of America, a science service activity sponsored by the Westinghouse Educational Foundation. For further information concerning this project, seniors are requested to see their science teacher, or write to Science Clubs of America, 1719 N. St., N. W., Washington 6, D. C.

VFW Auxiliary Sponsors Contest

The Nineteenth Annual National High School Essay Contest will be sponsored in 1953-54, according to a recent announcement by Mrs. Grant Rigby, National Secretary.

Folders giving the necessary information concerning this contest may be obtained from Essay Contest Chairmen of local units of the Ladies Auxiliary to the Veterans of Foreign Wars, or by writing to National Headquarters of this organization, 406 West 34th Street, Kansas City 11, Mo.

The Attorney General Rules . . .

Budget; Respective Functions of City School Board and Tax Levying Authority

In reply to inquiry: You have furnished me copy of a letter to you from Mr. _____, Superintendent of _____ City Schools, dated July 22, 1953, in which Mr. _____ states:

"We have come to a very discouraging point in working out budget matters with the City Council of _____ pertaining to local Supplemental Tax for schools.

"The school board members feel that they have not only been insulted by the manner in which budget matters have been handled, but are not trusted to supervise the operation of the school and probably not even needed. Members of the council hold that:

- "1. They have the right to delete any specific item from a detailed budget.
- "2. Any item requested, we will say, to cost \$100 and later found to cost \$105 would be a violation unless the school board first secured approval from the council.
- "3. Under Instructional Service, suppose we requested supplementary funds to pay 34 class 'A-11' teachers at the rate of \$180 per teacher, but in the shift caused by replacements we found that we needed funds for 36 class 'A-11' teachers, then it would be necessary to have approval from the council.
- "4. Back taxes collected during the current year cannot be spent unless the school board first submits a budget covering these funds.
- "5. That the tax levy for schools should be reduced in order to keep the general tax rate down.

"_____s tax levy for schools was reduced from 30 cents to 27 cents in 1949, from 27 cents to 20 cents in 1952 and from 20 cents to 15½ cents in 1953.

"However, we are more concerned about the pattern or trend than we are about the amount of money involved.

"I hope that it will be possible to get a definite ruling on the following questions:

- "1. Whose duty is it to prepare the school budget?
- "2. Who shall administer the sums of money budgeted and allowed?"

G. S. 115-185 provides that the reenactment of the several sections of Article 22 of Chapter 115 of the General Statutes shall not have the effect of reenacting any of said sections which have

been repealed by the School Machinery Acts of 1933, 1935, 1937, and 1939. G. S. 115-189 provides that in case a supplemental tax is voted for school purposes, the maximum rate so voted shall be levied unless the county board of education or board of trustees shall request a levy at a lower rate, in which event the rate requested shall be levied and collected. A minor amendment was made to this section in 1949; still, I am of the opinion that the section is repealed by the provisions of G. S. 115-363(a), which is a part of the School Machinery Act of 1939. This latter statute provides that the request for funds to supplement State school funds shall be filed with the tax levying authorities in each county and city administrative unit on or before the 15th day of June, on forms provided by the State Board of Education. The tax levying authorities in such units may approve or disapprove this supplemental budget, *in whole or in part*, and, upon approval being given, the same shall be submitted to the State Board of Education, which shall have authority to approve or disapprove the same as to its financial soundness. G. S. 115-368(2) provides that all county and district funds from whatever source provided shall be paid out only on warrants signed by the chairman and secretary of the board of education for counties, and the chairman and the secretary of the board of trustees for city administrative units.

From the foregoing, I am of the opinion that the City Council of _____, which is the tax levying authority for the city schools, does have the authority to approve or disapprove specific items in the supplemental school budget. However, there is no doubt in my mind that the city school board prepares the school budget and administers the same, when approved by the City Council and the State Board of Education. It seems unfortunate that a disagreement should have arisen between the City Council and the Board of Trustees appointed by it, as to the respective functions of the two boards with respect to the school budget.

Answering Mr. _____ questions directly, I am definitely of the opinion that the city school board prepares the budget and administers school funds when the budget has been approved. If it develops that the original budget submitted and approved is not sufficient for the operation of the schools and there are additional funds available, a supplemental budget may be prepared and submitted

for approval in the same manner as the original budget was submitted. Under our American system of checks and balances, the tax levying authorities and the State Board of Education pass upon the supplemental budget of the city school board, but the city school board operates the schools, prepares the budget and administers the school funds.

—Attorney General, July 28, 1953.

Election of Teachers; Distribution Between Several Schools of the Administrative Unit; Allotment by State Board of Education

In reply to inquiry: I have your letter of July 15th in which you state that when you assumed the position of Superintendent of _____ City Schools on July 1, 1953, you found that contracts had been entered into between the Board of Trustees and one teacher more than the State allotment for the next school term, thus creating the problem of how to decrease the number of the teachers by one. You then state that on July 10th you wrote a letter to the last teacher employed by the school where the loss would fall, suggesting that this teacher submit her resignation and that on July 15th you received a letter from this teacher indicating her desire to continue to teach. You then request the opinion of this office on the following questions:

- "1. Can the local board terminate this teacher's contract?
- "2. If this contract cannot be terminated, who would be liable for payment, the State or the Local Board of Education?"

G. S. 115-354 provides that the contracts of the public school teachers shall continue from year to year until the teacher is notified as provided in G. S. 115-359. In the form contract for instructional service, presently in use in county administrative units, there appears the express stipulation that the contract is "*subject to the condition that the amount paid from State funds shall be within the allotment of funds as made to said administrative unit for instructional salaries.*" In the form contract in use in city administrative units we find the following paragraph:

"That said governing authority has authorized, in a regular or in a called meeting, its Secretary to execute this contract when *such employment is approved in accordance with the provisions of the public school law.* As-

(Continued on page sixteen)

LOOKING BACK

5 Years Ago

(N. C. Public School Bulletin, October, 1948)

Madeline Tripp, recently appointed to succeed Hattie S. Parrott as State Supervisor in the Division of Instructional Service, will work in county and city units located in the southwestern part of the State, it was announced recently by Dr. J. Henry Highsmith, Director of the Division.

New pay roll data forms have been distributed by Paul A. Reid, Controller for the State Board of Education, to superintendents.

The appointment of a State Steering Committee on Life Adjustment Education for Youth is announced by State Superintendent Clyde A. Erwin.

10 Years Ago

(N. C. Public School Bulletin, October, 1943)

Mrs. Louise M. Moore of Franklin has been appointed State Supervisor of the Child Feeding Program sponsored by the State Department of Public Instruction in cooperation with the Federal Distribution Administration.

Ella Stephens Barrett, Guidance Counselor in the Alexander Graham Junior High School, Charlotte, has been employed as Acting Supervisor of Occupational Information and Guidance, Division of Vocational Education, to replace S. Marion Justice, who is on leave of absence with the armed services.

The State Board of Education, at its regular September meeting, adopted a budget for the expenditure of \$37,825,939 in State funds for the operation of the public schools during the school year 1943-44.

15 Years Ago

(N. C. Public School Bulletin, October, 1938)

A schedule of the District Conferences of the North Carolina Congress of Parents and Teachers for this fall has recently been announced by Mrs. Doyle D. Alley, President.

A series of radio programs sponsored by the State Parent-Teacher Association has recently been announced by Mrs. D. A. Coltrane, State Radio Chairman, Raleigh, N. C.

Five new Nursery schools will be opened in the State during October, according to the program now planned by Miss Rose L. Mills, WPA State Supervisor of Nursery Schools.

The Attorney General Rules

(Continued from page fifteen)

signment will be made by the Superintendent of Schools.

G. S. 115-359 makes it the duty of the County Superintendent or the administrative head of a city administrative unit to notify all teachers and/or principals by registered letter of their rejection prior to the close of the school term, *subject to the allotment of teachers made by the State Board of Education*. G. S. 115-355 provides that:

"It shall be the duty of the governing body in each administrative unit, after the opening of the schools in said unit, to make a careful check of the school organization and to request the State Board of Education to make changes in the allocation of teachers to meet the requirements of the said unit."

From the foregoing it would seem that the contracts of all teachers are subject to the allotment of teachers made by the State Board of Education and that the distribution of teachers elected in a particular administrative unit is a matter for the local school authorities.

Answering your first question directly, I am of the opinion that the local board has the authority, subject to the final allotment of teachers, to terminate the contract of any one of the teachers with whom contracts have been signed. However, it would seem more just to everyone concerned to proceed as your board is doing to terminate the contract of the last teacher employed in the school where the loss will fall. I suggest that you and the members of your board have a frank talk with this teacher and assure her that in case the attendance should increase after school opens sufficiently to justify the State Board of Education to allot an additional teacher, her signed contract is still in effect. In view of the uncertainty, she might prefer to resign.

In view of the above, it seems unnecessary to answer your second question. As a matter of fact the Supreme Court has not yet ruled upon this identical question. As a result of the decision in the case of **BOARD OF EDUCATION v. DICKSON**, 235 N. C. 359, there is a very interesting action now pending in Iredell County, which may decide the point if the case reaches the Supreme Court. The action by the teacher is against the County Board of Education, but the question naturally arises as to whether the County Board or the State Board would have to pay the judgment in case one is rendered against the County Board.

—Attorney General, July 21, 1953.

MAKING TODAY'S NEWS

Shelby. A message of safety will be carried directly into the school room and the home next Monday at the opening of Shelby schools under the sponsorship of the Traffic Safety Committee of the Shelby Chamber of Commerce. *Shelby Star*, August 27.

Burlington. School-boy Safety Patrol, discontinued here for the past several years, is to be revived again this year through the co-sponsorship of the local police department and the Burlington Exchange Club. *Greensboro News*, August 28.

Charlotte. Charlotte's school principals went to school themselves today. They gathered at City Hall to hear a lecture on "guidance." *Charlotte News* August, 27.

Harnett. Dunn High School will operate a driving school for students this year, A. B. Johnson, principal of the school, said. *Dunn Dispatch*, September 4.

Cumberland-Fayetteville. Construction of new buildings and additions for the Fayetteville City Schools and Cumberland County Schools underway at present is big business—over three million dollars worth—according to a survey of the two school systems. *Fayetteville Observer*, September 4.

Newton-Conover. Newton-Conover school superintendent R. N. Gurley explained today that the State does not furnish high school textbooks, but that fees are charged. *Newton News-Enterprise*, September 9.

Elizabeth City. Dr. Charles Carroll, State Superintendent of Public Instruction, will be guest speaker at the banquet honoring teachers of Elizabeth City's white schools which will be held as the grand finale of "Business Education Day" on Thursday, September 17, John T. Stevenson, chairman of the education committee of the Chamber of Commerce, announced today. *Elizabeth City Advance*, September 9.

Greensboro. Greensboro's Superintendent of Schools, B. L. Smith, said today that first grade teachers are still being sought to take care of a swollen registration figure that continues to grow daily. *Greensboro Record*, September 8.

Thomasville. Driver-training students in Thomasville High School will take a standard skills test in competing for a special award which is to be given to the best student or the student with the highest score. *Winston-Salem Journal*, September 25.



Instructional Personnel 20 Per Cent Men

One out of every five of the instructional personnel employed in North Carolina is a man—6,149 of the total 30,676 employed in 1951-52 were men.

Instructional personnel includes teachers, principals and supervisors.

Calculations from which proportions of men and women instructional personnel were obtained are for the school years 1950-51 and 1951-52. The proportion of men the first of these years was 19.7 per cent. The second year's proportion was 20.1 per cent.

Percentage of men teachers in the Negro schools is slightly greater than in schools for white children, 19.5 per cent in the case of the latter and 21.4 for the former.

A division on the basis of elementary and high schools shows that 10.3 per cent of elementary instructional personnel are men, whereas in the high schools 45.3 per cent are men. Further breakdowns are shown in the accompanying table.



Instructional Personnel, Men and Women

Group	1951-52			1950-51	
	Men	Women	Total	% Men	% Men
<i>White Teachers</i>	3,340	17,545	20,885	16.0	15.9
In elementary schools	1,185	13,949	15,134	7.8	7.8
In high schools	2,155	3,596	5,751	37.5	37.4
<i>Negro Teachers</i>	1,477	6,554	8,031	18.4	17.9
In elementary schools	754	5,565	6,319	11.9	11.6
In high schools	723	989	1,712	42.2	42.4
<i>Total Teachers</i>	4,817	24,099	28,916	16.7	16.4
In elementary schools	1,939	19,514	21,453	9.0	8.9
In high schools	2,878	4,585	7,463	38.6	38.5
<i>White Principals and Supervisors</i>	994	323	1,317	75.5	74.3
Of elementary schools	319	316	635	50.2	45.8
Of high schools	675	7	682	99.0	99.3
<i>Negro Principals and Supervisors</i>	338	105	443	76.3	74.0
Of elementary schools	131	104	235	55.7	48.0
Of high schools	207	1	208	99.5	98.6
<i>Total Principals and Supervisors</i>	1,332	428	1,760	75.7	74.2
Of elementary schools	450	420	870	51.7	46.4
Of high schools	882	8	890	99.1	99.1
<i>Total Teachers, Principals & Supervisors</i>	6,149	24,527	30,676	20.1	19.7
All elementary schools	2,389	19,934	22,323	10.7	10.3
All high schools	3,760	4,593	8,353	45.0	45.3
Total White	4,334	17,868	22,202	19.5	19.4
Total Negro	1,815	6,659	8,474	21.4	20.7

Teacher Wins Libel Award

A libel suit that will cause many to think twice before they will call someone a "Communist" has been won recently by a San Lorenzo, California, school teacher.

When James J. Tarantino, Hollywood gossip-magazine editor and radio commentator, declared on the air that Miss Fern Bruner was a "reported Communist" she took him to court. To help her fight the case the California Teachers Association hired a former legislator, Gardiner Johnson.

Tarantino admitted he made the charge because Miss Bruner actively supported the United World Federalists.

In his closing statement Mr. Johnson said, "You have the right to set an example, to plant an effective blow on the jaw of James Tarantino and anyone like him."

The jury's blow: \$25,000 damages against Tarantino, \$25,000 against KYA; \$5,000 against Mr. Fearnhead, station manager. —*Scholastic Teacher*.

Board Authorizes New Textbook Adoptions

Adoptions of basal textbooks for the social studies field both elementary and secondary were authorized by the State Board of Education on October 1.

Texts for high school use were authorized as follows:

- Civics or Citizenship, grade 9
- World History, grade 10
- United States History, grade 11
- World Geography, grade 11
- Economics, grade 12
- Sociology, grade 12
- Problems of Democracy, grade 12

The Textbook Commission has been requested to make a study of textbooks now available in these subjects and submit an evaluation of such books to the Board in the near future.

Other action by the Board included approval of a special tax election of 10 cents on the \$100 valuation in the Chicod School District, Pitt County.

Superintendent Carroll Says . . .

In recent years many new school buildings have been erected in North Carolina. These new structures have been carefully designed as "education centers" wherein children and adults can acquire competencies in the direction of more desirable living. It is very encouraging to observe how seriously our new centers are being committed to these objectives. It is genuinely heartening to see how our new buildings are contributing to a more positive and revitalized educational program. In some instances the new building is sheltering an almost entirely new program. This is as it should be, for in only a few instances should the old program feel at home in the new quarters. Our new facilities were functionally planned so that they in themselves would contribute greatly to better health and sanitation practices, better and improved curricular offerings, and better techniques and methods in instruction. As teachers and administrators employ the full potential inherent in their new buildings and sites, the people of this State shall profit immeasurably from their expenditures for steel and mortar.

Aycock in his day plead for the right of every child "to burgeon out all that is within him." In our day, with expanded and improved facilities, we would also plead for the right of every child to burgeon out all the possibilities for learning which exist at his school plant. The science laboratory should kindle his interest in the known and unknown in the world about him; the library should open doors to a wealthy reservoir of information and pleasure; the cafeteria should nourish his body and cultivate his social graces; the gymnasium and play areas should strengthen his physical resources and quicken his sense of fair play in citizenship; and the shop should sharpen his skills for successful and gainful living. The whole school plant should be his classroom—a place where he can discover and master the skills necessary for working and the philosophy necessary for living.

Certainly a good building is an aid to learning and good teaching will use all the facilities of the building for the maximum development of all the faculties of every individual.

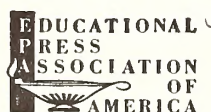
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Ye Editor Comments...

Producers of Wealth

The article by Dr. Claxton, appearing in the October BULLETIN is worth careful reading. In this article we quoted Dr. Claxton with reference to teacher training as related to pupil progress. In order to visualize better the figures cited by Dr. Claxton we have rearranged them in a table as follows:

No. Counties	% Graduate Teachers	% Pupils Failed	% Pupils Graduated from H.S.
10	66.2	4.46	31.6
29	60	5.3	28.5
52	40	6.3	23.5
18	24	9.2	15.5
10	23.9	11.37	15.0

Dr. Claxton says a large sum would be saved provided failures are reduced even three per cent. Is it not reasonable to believe that the cost of preparing a sufficient number of teachers in North Carolina could be provided by scholarships from money saved by a reduction in failures?

Kindergarten Supervisor

A recent survey shows that there are 273 kindergartens in North Carolina. These kindergartens have 314 teachers.

Of 183 of these teachers 62 have had some training for kindergarten work, even for a short period. Ninety-four of the 183 had previously taught primary grades, 33 had taught grammar grades, 20 had taught Latin, English, physical education, and home economics in high school, five had been teachers of music, four had been librarians, and three had taught in college. There were 15 who had had no teaching experience. Only 56 of the 183 held certificates valid in North Carolina or other states, and these certificates were in various fields—music, library, high school subjects, and primary and grammar grades.

Ninety-two of the 273 existing kindergartens were sponsored by churches, 163 by private individuals, two by colleges, and 16 by such agencies as mills, community cooperatives and clubs. Enrollment ranged from 20 to 40 per teacher. Tuition ranged from \$10 to \$15 per month. Practically all had school hours from 9 'til 12 o'clock.

These kindergartens enroll five-year old children who later in the majority of instances enter the public schools. As pre-schools of the public schools, it seems to us, they should attain certain standards and further that they should be supervised to see that the standards are met. This should be done for the protection of the children who attend kindergarten as well as for a coordination with public schools where such children will later enter.

Attendance Workers?

In the center spread story for this number we have presented a table showing grade survivals of each 1,000 first grade pupils enrolled for recent school years.

The situation as disclosed by these figures, we state, does not look so bright. We also state that as the years go by the trend is toward a better situation. A greater number of boys and girls stay in school longer, that is for a greater number of years, as each new year passes. This is all very good, but we wondered as we analyzed these figures, if the rate of progress as evidenced by these figures could not have been considerably increased by the employment of attendance workers, or visiting teachers, in the county and city units.

An attendance worker (not a truant officer), it seems to us, might give time and attention to many boys and girls who absent themselves from school without reason. The work of such a person should be done prior to the time the student failure record is made when it is then too late. Absences should be investigated when they start.

We are not saying that irregular attendance causes all failures and drop-outs. We know an attendance worker cannot raise the capability of boys and girls. He can, however, by working with teachers, boys and girls, and parents, perhaps help improve the situation that obtains today in many communities. We believe that there would be fewer drop-outs, less reteaching due to nonpromotions, and better grade progress if we had attendance workers in all units.

English Expression

Once in a while we see an editorial or a news article, or hear comments, decrying the fact that students are not taught to spell. We assume that attention to such failures on the part of our students is given because of the importance of spelling in written expression. We, too, agree that the correct spelling of a word is important. On the other hand, we believe that spelling is only a small part of the whole subject of English expression that needs emphasis.

We haven't seen where anyone, except some college professors, have complained about the inability of high school graduates to express themselves, yet a knowledge of and ability to use the English language is an absolute necessity for advancement in every profession.

Naturally, we know there are other important skills and personal qualifications which lead to success in one's chosen life work. We are citing English as highly important in both oral and written expression, but spelling, important as it is, appears only in written expression.

Council Prepares Materials on Aviation

The National Aviation Education Council has prepared for use with primary pupils a pictorial booklet, *Look To The Sky*. This booklet is available at 30 cents a single copy from the National Aviation Education Council, Planning and Advisory Board, 1115 Seventeenth Street, N. W., Washington 6, D. C.

Living Costs Rise

Living costs in the United States have been rising steadily since February. By last month they were reported at an all-time high.

This was the finding of the Bureau of Labor Statistics, which closely watches the prices of items used by average-income consumers in cities.

The mid-July reading on the price thermometer was 114.7 per cent. This means, according to the Bureau's figures, that living costs are 14.7 per cent higher than they were for the average of the period 1947-49.

As a result of the price rises more than a million U. S. workers got one cent hourly pay increases.

Many labor unions, particularly the United Automobile Workers (CIO), have employment contracts with "escalator" clauses. These provide for wage increases in direct relation to the cost of living, as reflected in the Bureau of Labor Statistics monthly index. Thus, if living costs rise, wages go up.

Since the Korean war broke out, prices have risen by 12.7 per cent—about one-eighth. In the same period, wages have gone up by 21 per cent. Average hourly earnings hit a peak at the same time living costs did in July. They now stand at 1.77 dollars per hour.

What's Behind It: The Bureau of Labor Statistics is part of the Department of Labor. It collects sample prices on food, clothing, shelter, transportation, utility bills, professional services (doctors, lawyers, engineers, etc.), home furnishings, radios, television sets, sporting goods, and even toys. The prices of hundreds of items are averaged into what it takes to support a family living in a city or town.

The Bureau then establishes a base period. The base period now in use is generally that which prevailed between the end of World War II and the start of the Korean War. If the 1947-49 period is regarded as normal, then all other readings on the consumer price chart are taken as percentages of normal.

The Bureau collects its statistics and reports monthly. —*Scholastic Teacher*.

Percentage of General Fund for Public School Drops

Although the expenditures for public schools were greater by \$6,865,877 in 1952-53 than in 1951-52, the percentage of the total General Fund expended for this purpose dropped from 66.0 per cent to 63.6 per cent.

Except for 1951-52, when there was an increase in percentage of General Fund expenditures for public schools, the trend has been downward since 1946-47, when 71 cents out of each General Fund dollar expended went for public elementary and secondary schools. In 1947-48 the percentage was 68.1; in 1948-49, 67.4%; in 1949-50, 65.3%; in 1950-51, 65.0%.

Expenditures from the General Fund for public schools have increased every year during this period, having more than doubled since 1946-47, when \$54,788,382 was the total expended for public schools from a General Fund of \$77,125,832. The total last year was \$116,298,110.

The table below presents figures as to availability of and expenditure from the State's three funds—Agriculture, Highway and General—for the three most recent years, 1950-51, 1951-52 and 1952-53. The second part of the table gives a breakdown under general summary heads for the General Fund.

A summary of the total and per cent of expenditures for the year 1952-53 is as follows:

Purpose	Amount	Per Cent
Public Schools	\$116,298,110	39.0
Highways	108,032,153	36.3
Institutions, departments, etc.	64,162,784	21.5
Permanent improvements	5,165,508	1.8
Debt service	2,435,625	.8
Agriculture	1,868,027	.6
	\$297,962,207	100.0

The table also shows the sources of revenues which amount to \$180,978,102 in 1952-53 for the General Fund. Nontax revenue amounted to \$7,826,070 which, plus a balance from the preceding year of \$38,621,568, made a total availability of \$220,552,183. The greatest portion, approximately \$131 million, of the General Fund is derived from income and sales taxes. Although there was a drop in income taxes in 1952-53 from \$79,031,291 to \$75,813,797, the revenue from sales taxes increased from \$51,821,084 to \$55,197,946. The remaining portion of the General Fund, approximately \$50 million, was derived from beverage taxes, gift taxes, inheritance taxes, license fees, etc.

I. Availability of and Expenditures from All State Funds

A. Agriculture Fund:			
	1950-51	1951-52	1952-53
Credit Balance, July 1	\$ 316,647	\$ 249,448	\$ 238,854
Total Revenues	1,629,987	1,734,761	2,047,058
Availability	1,946,634	1,984,209	2,285,912
Expenditures	1,697,186	1,745,355	1,868,027
Balance, June 30	\$ 249,448	\$ 238,854	\$ 417,885
B. Highway Fund:			
Credit Balance, July 1	\$ 19,820,444	\$ 26,417,278	\$ 28,370,895
Motor Vehicle Revenue	87,686,440	94,216,033	99,693,313
Other Revenue	18,583	10,974	9,085
Federal Aid	10,562,429	11,852,170	11,873,332
Availability	118,087,896	132,496,455	139,946,625
Expenditures	91,670,618	104,125,560	108,032,153
Balance, June 30	\$ 26,417,278	\$ 28,370,895	\$ 31,914,472
C. General Fund:			
Credit Balance, July 1 *	\$ 14,079,250	\$ 25,838,031	\$ 39,574,081
* Includes Reserve for Permanent Appropriations Liquidated	(819,087)		(952,513)
Revenue	162,072,863	178,887,834	180,978,102
Availability	176,152,113	204,725,865	220,552,183
Expenditures	150,314,082	166,104,297	188,062,027
Credit Balance, June 30	\$ 25,838,031	\$ 38,621,568	\$ 32,490,156
Grand Totals:			
Availability	\$296,186,643	\$339,206,529	\$362,784,720
Expenditures	243,681,886	271,975,212	297,962,207
Balance	\$52,504,757	\$67,231,317	\$64,822,513

II. Availability of and Expenditures from the General Fund by Objects

	1950-51	1951-52	1952-53
A. Availability:			
Total Credit Balance, July 1 *	\$14,079,250	\$25,838,031	\$38,621,568
Revenues:			
Inheritance Taxes	2,740,216	4,114,649	3,196,749
License	5,077,671	5,101,711	5,803,303
Franchise Taxes	13,402,989	14,803,901	16,215,792
Income Taxes	69,248,894	79,031,291	75,813,797
Sales Taxes	50,004,131	51,821,084	55,197,946
Beverage Taxes	7,272,864	8,591,144	8,687,183
Gift Taxes	559,308	264,580	264,864
Intangible Taxes	779,099	845,575	950,126
Freight Cars	36,677	42,282	48,465
Insurance	5,817,122	6,340,536	6,954,257
Miscellaneous	26,213	18,797	19,550
Nontax Revenue	7,087,679	7,912,284	7,826,070
TOTAL REVENUE	\$162,072,863	\$178,887,834	\$180,978,102
TOTAL AVAILABILITY *	\$176,152,113	\$204,725,865	\$220,552,183
B. Expenditures:			
Other Than Schools:			
General Assembly	\$ 448,558	\$ 33,250	\$ 472,443
Judicial	727,587	741,563	774,636
Executive and Administrative	10,680,734	10,736,160	12,661,163
Educational Institutions	12,656,549	13,928,402	18,261,420
Charitable and Correctional			
Institutions	11,370,424	12,312,511	14,848,779
State Aid and Obligations	13,324,793	16,192,614	16,893,990
Pensions	312,559	279,164	250,353
TOTAL EXPENDITURES			
OTHER THAN SCHOOLS	\$ 48,864,373	\$ 54,223,664	\$ 64,162,784
Public Schools	95,413,959	109,432,233	116,298,110
Debt Service	2,550,750	2,448,400	2,435,625
TOTAL EXPENDITURES	\$146,829,082	\$166,104,297	\$182,896,519
Permanent Improvements	3,485,000		5,165,508
TOTAL	\$150,314,082	\$166,104,297	\$188,062,027
C. Balance on Hand June 30	\$ 25,838,031	\$ 38,621,568	\$ 32,490,156

* Including Reserve for Permanent Appropriations Liquidated in 1950-51.

Educational Screen Issues 1953 Blue Book

The 1953 edition of the "BLUE BOOK OF 16MM FILMS" has been issued by *The Educational Screen*, national audio-visual magazine.

The list includes nearly 7,500 educational films, more than 1,000 newcomers, displacing a similar number of older material. Data on each film include title, length, synopsis, and whether color or monochrome, sound or silent (or both) and the principal nationwide sources, with emphasis on original or primary source. Name, address and distribution data (such as TV rights) of 400 such sources are keyed into the listings, which in turn are grouped under 182 subject-area classifications. An alphabetical index locates material on which titles are known. There is a large list of local or territorial film libraries and dealers. Published by the Educational Screen, 64 E. Lake Street, Chicago 1, Illinois, price \$2.00.

Rehabilitation Begins Bi-monthly Publication

A bi-monthly publication called *Reach* was inaugurated with the July-August number, Vol. 1, No. 1, by the Division of Rehabilitation and the Department of Public Instruction.

This first number is a 16-page, size 6 x 9, printed on canary paper stock. The outside front cover carries a picture of the State capitol. Contents include an Introduction by Charles H. Warren, Director of Vocational Rehabilitation, a list of professional staff members of the Vocational Rehabilitation Division, the list of winners of the Statewide essay contest on Employ the Physically Handicapped, a biography of W. Rea Parker, Senior Rehabilitation Counselor, a success story, and tables of statistical information concerning rehabilitation services. There is also appended an application blank for the use of persons interested in rehabilitation services.

Teachers May Get B. E. Monographs

Two new monographs on business education have been published by the South-Western Publishing Co., Cincinnati, Ohio. They are: Monograph 83, *Guidance in Business Education Suggestions for Counselors and Administrators*; and Monograph 84, *Visual Aids and Reading References on Business Careers*. Teachers and counselors may obtain copies of these monographs free on request to the company.

Craven Issues "Key" Handbook

Using the "Key" as a theme, the Craven County Board of Education has issued a 55-page mimeographed handbook for the educational personnel of that county.

Superintendent R. L. Pugh in a foreword labeled "The Key" sets up the theme of the booklet by relating the story of the new teacher who came to school and reached in her pocket for the key to unlock the door. A little boy who had arrived early and was standing by said, "O, you're our new teacher." "That's true," the teacher replied, "but how did you know?" "Because," he said, "you have the key." From this story Superintendent Pugh weaves his own story that "bus drivers, janitors, the teachers, principals, lunchroom workers, the school committeemen, the maids, the maintenance crew, mechanics, the office and administrative staff, the supervisors, members of the County Board of Education, and the office assistants" are the WE that have the key for making education possible for the six thousand boys and girls in Craven County. "Each of us," he says, "is a part of that key."

The booklet is divided into five chapters with "key" labels as follows: Chapter I, All Keyed Up; Chapter II, Keystones; Chapter III, Keynotes; Chapter IV, Keyboard, and Chapter V, Off-Key. The booklet closes with an appendix sheet, "Under Lock and Key," in which the reader having symbolically reached the end of the school year asks himself certain questions as to the use of the key—"Was it the right key and wisely used? Did it open up that promised storehouse of privileges and opportunities? Do you feel fully and completely satisfied with the manner in which you used the key?"

"That record is now going 'under lock and key' to be filed in the archives of time."

Public Schools to Get 41¢ of Legislative \$1

The public schools are slated to get 41 cents out of each \$1 appropriated by the Legislature of 1953 for the 1953-55 biennium.

Amounts, based on the dollar, have been worked out by Felix A. Grissette, Editorial Director, North Carolina Research Institute, and published in *North Carolina Facts* (July 11, 1953). Pie-charts indicating the Total State Budget Dollar—where it will go and where it comes from—presented in *Facts* are reproduced in this publication by special permission.

Highways, Mr. Grissette's "Where it will go" chart shows, will spend 29 cents out of each appropriated dollar. The remaining 30 cents is divided as follows: 7 cents State aid and obligations, 6 cents debt service, 6 cents charitable and correctional institutions, 6 cents educational institutions, 4 cents executive and administrative departments, and 1 cent for all other purposes.

Where does each dollar appropriated—a total of \$611 million—come from? The second pie-chart shows that the major portion comes from income, sales and gasoline taxes, a total of 69 cents. Motor vehicle licenses, franchise taxes, credit balances, beverage taxes, insurance taxes, non-tax revenues, and all other taxes account for 31 per cent of source dollar.

Appropriations for public schools for the two years 1953-55 including vocational education, purchase of textbooks and school busses totaled \$247,195,612.

Albemarle Editor Cites Classic Example

In a recent editorial, the editor of the *Albemarle News and Press* cited the location of the East Albemarle school as "a classic example of the lack of long-range planning." East Albemarle recently was taken over from the county as a part of the Albemarle city.

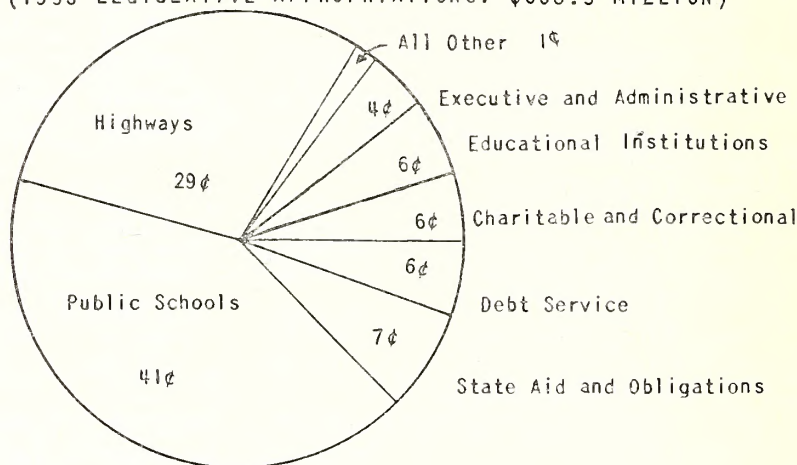
The editor thinks the location of this school, between two busy highways and with no sidewalks or passageways over or under these highways, makes the situation hazardous for the children who attend them. This location, he says, "may have been quite all right for a county school when all the pupils arrived and left by bus, but for a city school when many children live within walking distance, there is much to be desired."

Total State Budget Dollar

1953 - '55 BIENNium

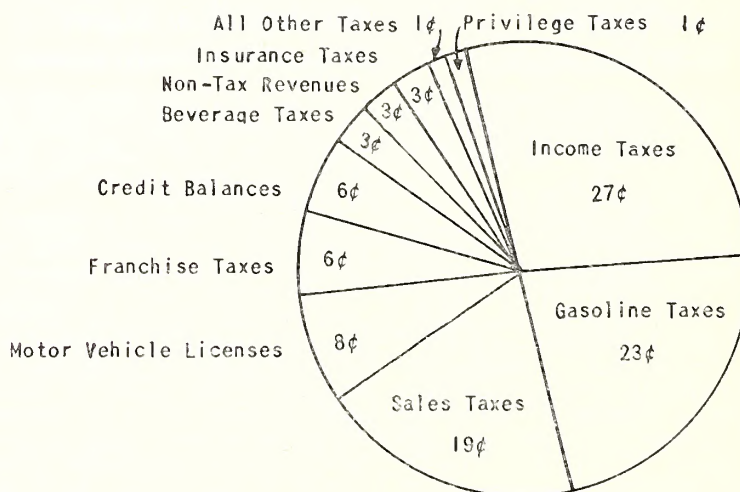
Where it will go . . .

(1953 LEGISLATIVE APPROPRIATIONS: \$608.5 MILLION)



Where it comes from . . .

(BUDGET BUREAU ESTIMATES : \$611 MILLION)



Source: Budget Bureau Reports

Foreign Educators Visit United States

Four hundred visiting educators from 50 free nations of the world soon will spread across the United States to study and observe American education and American life.

The visitors, experienced leaders in teaching or administrative fields in their own countries, will spend six months in the United States under this program, co-sponsored by the Department of State and the Office of Education, Department of Health, Education, and Welfare.

The perspective of the United States, which they will gain and pass on to hundreds of their students, it is hoped will provide a valuable foundation for increased understanding of this country by other people.

After getting acquainted with the national capital in Washington, D. C., the educators will disperse to colleges and universities for three months of study in their specialized fields, mainly elementary, secondary, and vocational education, English and school administration.

At Christmas, they will leave the campuses and move to other parts of the country. In their second point of residence, they will become even more active participants in community life.

They will live in private homes, visit public and private schools in their particular state, as well as churches, factories, businesses, and social institutions.

The educators, who are divided into small groups, will be assigned to practically every state in the Union. They will observe teaching in more than 8,000 public and private schools.

Entering classrooms, school assemblies, PTA and civic meetings, they will make an estimated 12,000 talks to students, teachers and parents.

Within those six months, they will meet many thousands of Americans, sharing with them ideas on customs, history, culture and educational development.

This visiting teacher program, now in its eleventh year, is financed through the Smith-Mundt Act and the Fulbright Act. Since its origin in 1942, when only teachers from the Western Hemisphere nations visited, the program has been broadened until it now is open to educators from all free countries. In 11 years, a total of 1,400 educators have participated.

The cooperating institutions to which the teachers will go are: University of Cincinnati; University of Florida; University of Illinois; Iowa State Teachers College; University of Ken-

tucky; University of Michigan; University of Minnesota; University of North Carolina; Ohio State University; Oregon State College; Syracuse University; Southwest Texas State Teachers College; University of Utah; State College of Washington; Wayne University; and University of Wisconsin.

Five Tar Heels Receive Fellowships

Five North Carolina high school teachers were among those granted fellowships from The Fund for the Advancement of Education, recently announced by Clarence H. Foust, President.

The Fund was established by The Ford Foundation. The grants for 1953-54 made to 290 teachers throughout the states and territories, are designed to enable the recipients to forego all regular teaching duties for a full year, and to pursue self-designed programs to deepen their liberal education, improve their teaching ability, and increase their effectiveness as members of their school systems and communities.

North Carolina teachers included among this year's recipients are: Sarah Austin, Reynolds High School, Winston-Salem; Bessie Mae McFadden, Jamestown High School, Jamestown; Clyde Marguerite McLeod, Central High School, Charlotte; McLean Mitchell, Rural Hall High School, Rural Hall; and Edna Lee Winfield, High Point Junior High School, High Point.

Census Shows 89,755 Children Not in School

The U. S. Census for 1950 shows that there were 89,755 North Carolina boys and girls between the ages of 7 and 17 years inclusive who were not in school during 1949-50.

By age groups this total was divided as follows: 7-13 years old, 25,560; 14-15 years old, 13,920; 16-17 years old, 50,275. Of the total 19,549 were living in urban areas, whereas 70,210 resided in rural areas, the latter number being 27,130 non-farm and 43,080 rural farm.

Of the total not enrolled in school 28,690 were employed. These were grouped according to age as follows: 4,170, 14-15 years old and 24,520 16-17 years old. The remaining 51,065, ranging in age from 7-17 years, were not employed. Those employed worked each week as follows: 1,145 from 1-14 hours, 6,710 from 15-34 hours, 19,815 35 hours or more, and 1,020 not reported.

County School Officials Tour City Schools

Members of the Alamance County Board of Education and County Superintendent M. E. Yount made a tour of the Burlington city schools last month.

These school officials were accompanied on this tour of inspection by members of the Alamance County Board of Commissioners, presidents of local units of the Parent-Teacher Association, and members of the Burlington Board of Education.

The tour began at 9:00 a.m. at the Administration Building and terminated around 4:00 p.m. at the same place. Lunch was served to members of the visiting group in the private dining room of the Walter M. Williams High School.

Teachers Teach Out-of-Field

A total of 1,681—1,418 white and 263 Negro—teachers taught out-of-field during the 1952-53 school year, according to a study by Dr. James E. Hillman, Director Division of Professional Service.

"Out-of-field" is a term applied to a teacher trained and holding a certificate entitling him to teach a particular subject who taught some other subject or more often who taught in the elementary school. Only 81 of the "out-of-field" group taught another subject in high school than the subject or subjects their certificates entitled them. Of the 1,600 teaching in elementary schools, the majority, 1,269, taught seventh and eighth grade subjects. The remaining 331 taught in grades 1-6, as follows: First grade 18, second grade 22, third grade 43, fourth grade 72, fifth grade 72, and sixth grade 104.

More teachers trained to teach social studies actually taught out-of-field than for any other subject. The number, 309, was followed by those trained in the English field. In fact, 59 per cent of the total out-of-field teachers, or 995, were trained to teach English, social studies, or some combination of these subjects with other subjects. Ninety-nine physical education teachers and 102 teachers of home economics were listed as teaching out-of-field. The remaining 485 were trained to teach such subjects as art (10), biology (42), chemistry (18), commerce (29), French or French-History (24), mathematics or some combination (62), music (61), science or some combination (224), and Spanish (15).

STATISTICS SHOW NEW BEGINNERS COMPLETE TWENTH GRADE

Of Each 1,000 White Pupils Who Entered First Grade In 1940-41, 313 Completed High School in 1951-52; 1,000 to 111 is Ratio for Negro Pupils for Same Years

Not quite a third of white pupils and slightly more than a tenth of Negro pupils who entered the first grade in 1940-41 "made" a grade a year and completed the twelve-year course of study provided by the public schools of the State.

The number of pupils not promoted plus the number who dropped out of school entirely after they had enrolled were included in the 687 white and the 889 Negro pupils who failed to complete their public school education by the end of the 12-year period following their entrance in the first grade. Part of the nonpromotions remain in school, repeating work failed, and in the end complete the twelve-year course of study by taking 13, 14 or perhaps 15 years. This fact would tend to have inflated the survival figures to what they are as shown in table I. Since this tendency is common to each year, however, it is believed to balance out in the end. The main reason for the seemingly high mortality from grade one to completion of high school appears to be due entirely to drop-outs, many of which started out by being nonpromotions, or failure to do the work required in order to be promoted to the next succeeding grade.

There is, however, a bright side to the picture which the record for the 1940-41 entrance class appears otherwise. First grade children entering since that year appear to be making progressively better progress through the grades. This is true, as table I shows, for first grade enrollments back to 1929-30. In other words, the record indicates that survivals, or those who remain in school for longer periods of time and thus reach higher grades in the school system, are becoming in-

In the case of Negro pupils the improvement in survival rates is also evident, and for each grade as in case of white pupils. Illustrations may be taken from any grade column in the table.

Table II

This table shows the grade enrollments for white and Negro pupils separately for a number of selected years beginning in 1929-30 and ending with 1951-52, a period of 22 years.

More white children were enrolled in the public schools during the year 1951-52 than any other year, the total being 641,081. Peak enrollment for the Negro schools during this period was during 1933-34 when there were 280,741 pupils enrolled.

The first eight years of the table cover a period when the elementary school consisted of seven grades. The following years cover a period following the inauguration of the twelve-year program—eight years elementary and four years high school. This fact accounts for the abrupt change in total elementary and high school enrollments for 1943-44.

One feature of this table should be pointed out especially—that is the grade distribution in numbers in 1951-52 as compared with preceding years. This is best indicated by an observation of the first grade enrollment as compared with that for the second grade. For white pupils first and second grade enrollments were almost identical in 1951-52. A glance back at records for preceding years shows that the differences in enrollment in 1929-30 was

I. GRADE SURVIVALS OF EACH 1,000 FIRST GRADE PUPILS ENROLLED, 1923-24 TO 1951-52

W H I T E														
Entering Year	Grade												Graduated	
	1	2	3	4	5	6	7	8	9	10	11	12	No.	Year
1923-24	1,000	628	605	574	517	447	395	317	261	224	187	---	158	1933-34
1924-25	1,000	621	612	578	517	447	385	334	280	230	191	---	163	1934-35
1925-26	1,000	623	605	579	523	441	399	355	282	233	197	---	169	1935-36
1926-27	1,000	632	616	587	502	452	415	358	289	242	203	---	177	1936-37
1927-28	1,000	637	616	548	507	466	419	372	300	251	217	---	191	1937-38
1928-29	1,000	664	590	575	535	487	434	390	313	267	236	---	209	1938-39
1929-30	1,000	623	607	590	548	495	443	402	328	289	255	---	224	1939-40
1930-31	1,000	685	661	645	600	543	479	442	378	330	290	---	252	1940-41
1931-32	1,000	723	700	677	634	573	510	486	409	354	302	---	263	1941-42
1932-33	1,000	753	702	674	641	588	534	501	419	356	294	---	251	1942-43
1933-34	1,000	753	718	697	664	616	564	528	427	362	285	---	238	1943-44
1934-35	1,000	765	736	709	684	636	578	524	421	351	281	253	229	1944-45
1935-36	1,000	777	745	716	691	646	582	491	421	341	288	---	223	1945-46
1936-37	1,000	796	771	744	712	663	592	506	436	363	303	266	244	1946-47
1937-38	1,000	812	780	754	720	664	593	514	471	393	328	286	267	1947-48
1938-39	1,000	820	783	762	728	665	590	531	488	413	340	307	287	1948-49
1939-40	1,000	837	806	777	730	665	591	556	518	428	367	327	304	1949-50
1940-41	1,000	848	807	778	724	666	583	539	461	390	332	---	313	1950-51
1941-42	1,000	858	814	780	753	701	669	616	575	484	403	---	---	1951-52
1942-43	1,000	872	830	815	783	744	706	660	618	518	---	---	---	---
1943-44	1,000	871	864	846	819	778	751	699	648	---	---	---	---	---
1944-45	1,000	908	882	865	838	812	786	732	---	---	---	---	---	---
1945-46	1,000	894	872	853	831	816	783	---	---	---	---	---	---	---
1946-47	1,000	917	897	880	852	845	---	---	---	---	---	---	---	---
1947-48	1,000	920	908	890	855	---	---	---	---	---	---	---	---	---
1948-49	1,000	947	930	914	---	---	---	---	---	---	---	---	---	---
1949-50	1,000	948	927	---	---	---	---	---	---	---	---	---	---	---
1950-51	1,000	958	---	---	---	---	---	---	---	---	---	---	---	---
1951-52	1,000	---	---	---	---	---	---	---	---	---	---	---	---	---

N E G R O														
Entering Year	Grade												Graduated	
	1	2	3	4	5	6	7	8	9	10	11	12	No.	Year
1923-24	1,000	428	382	324	261	192	153	73	58	48	41	---	33	1933-34
1924-25	1,000	410	358	323	259	191	157	83	66	52	40	---	34	1934-35
1925-26	1,000	399	345	318	259	190	169	94	72	56	44	---	37	1935-36
1926-27	1,000	386	341	312	274	200	186	107	79	60	45	---	38	1936-37
1927-28	1,000	358	327	286	240	174	159	174	112	80	62	46	38	1937-38
1928-29	1,000	367	321	266	240	170	181	132	80	68	52	---	44	1938-39
1929-30	1,000	364	323	266	240	170	181	132	80	68	52	---	51	1939-40
1930-31	1,000	385	360	334	282	222	188	137	106	86	66	---	57	1940-41
1931-32	1,000	394	361	330	289	238	205	152	127	108	77	---	58	1941-42
1932-33	1,000	400	361	328	281	238	205	152	127	108	77	---	59	1942-43
1933-34	1,000	405	363	332	284	236	216	166	134	108	77	---	63	1943-44
1934-35	1,000	420	383	357	316	276	240	186	134	103	77	---	63	1944-45
1935-36	1,000	460	427	400	330	239	225	191	147	110	98	70	61	1945-46
1936-37	1,000	481	445	415	341	312	266	230	170	133	109	88	63	1946-47
1937-38	1,000	481	445	415	341	312	266	230	170	133	109	88	63	1947-48
1938-39	1,000	504	470	431	339	330	286	247	203	163	135	111	98	1948-49
1939-40	1,000	529	498	459	339	331	309	274	233	173	---	---	---	---
1940-41	1,000	555	524	484	429	385	344	303	267	217	---	---	---	---
1941-42	1,000	577	544	515	463	421	374	340	267	217	---	---	---	---
1942-43	1,000	588	561	531	486	454	408	372	324	---	---	---	---	---
1943-44	1,000	634	609	583	535	495	453	411	---	---	---	---	---	---
1944-45	1,000	634	609	583	535	495	453	411	---	---	---	---	---	---

increasingly greater survival rates will be obtained by reading the figures in the table by columns as to grades from top downward. For example, first grade survivals for white pupils have increased from 628 in 1923-24 to 958 in 1950-51. In other words, 372 out of each 1,000 first grade white children failed to reach the second grade in 1924-25, whereas only 42 failed in this respect in 1950-51. Or, on a percentage basis, take the third grade: 60.5 per cent of the original first grade children who entered in 1923-24 reached the third grade in 1925-26. Contrast this with 92.7 per cent of the first grade white children who entered school in 1949-50.

The percentage figures presented in table III shows this change even better but for the period from 1943-44, when the twelve-year program began, to 1951-52. As these percentages plainly show, there is a tendency toward equalization of enrollment in the grades, with a greater percentage going to the high schools than heretofore. Expectations would be that the ratio between elementary and high enrollments should approach 66% to 33%, or two to one, but because of necessary drop-outs and increased birth rates they do not quite reach this ratio. This is to say, therefore, that there is still a desirability that this trend will continue.

III. PERCENTAGE ENROLLMENT BY GRADE

GRADE	WHITE				NEGRO			
	1943-44	1949-50	1951-52	1943-44	1949-50	1951-52	1943-44	1951-52
1	12.58	12.24	10.57	20.67	15.69	13.57	15.69	13.57
2	11.40	10.66	10.51	12.64	11.76	11.48	11.76	11.48
3	11.19	10.09	11.07	12.40	11.15	11.29	11.15	11.29
4	10.76	9.75	10.03	11.41	10.73	10.60	10.73	10.60
5	10.14	9.40	9.59	9.82	9.90	10.02	9.90	10.02
6	9.52	9.14	9.07	8.60	8.90	8.99	8.90	8.99
7	8.62	8.70	8.55	7.39	8.08	8.32	8.08	8.32
8	7.44	7.96	8.03	5.85	7.15	7.27	7.15	7.27
Sp	1.12	.97	.05	.10	.09	.15	.09	.15
Elem.	81.77	78.01	77.47	88.88	83.45	81.89	83.45	81.89
9	7.30	7.28	7.32	4.40	6.07	6.32	6.07	6.32
10	5.41	5.88	6.09	3.34	4.55	5.00	4.55	5.00
11	4.66	4.70	4.98	2.56	3.35	3.87	3.35	3.87
12	1.31	4.11	4.13	.81	2.55	2.91	2.55	2.91
Sp	.05	.02	.01	.01	.03	.01	.03	.01
H. S.	18.23	21.39	22.53	11.12	16.55	18.11	16.55	18.11
TOTAL	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

II. GRADE ENROLLMENTS IN PUBLIC SCHOOLS, 1929-30 TO 1951-52

W H I T E P U P I L S

Grade	1929-30	1931-32	1933-34	1934-35	1935-36	1937-38	1939-40	1941-42	1943-44	1944-45	1945-46	1947-48	1949-50	1950-51	1951-52
1	118,936	104,844	95,484	94,040	93,024	83,731	80,002	79,170	72,444	70,307	70,036	69,476	76,539	70,317	67,769
2	80,033	75,635	74,529	71,947	71,947	67,373	68,650	67,168	65,668	63,871	63,871	63,476	66,657	63,871	67,391
3	75,558	72,249	73,439	71,668	68,586	69,302	65,306	64,504	64,431	62,508	62,626	61,154	63,083	62,460	70,356
4	69,590	69,264	71,157	70,993	68,833	66,669	62,996	63,771	61,971	61,438	60,786	60,976	60,976	64,311	64,311
5	60,777	62,167	65,223	66,282	66,478	64,239	64,239	60,247	58,395	57,692	59,317	58,743	60,038	61,457	61,457
6	52,044	53,652	55,668	58,826	59,908	60,105	59,805	56,130	54,811	53,202	54,630	57,098	57,098	58,179	58,179
7	45,839	46,333	51,381	52,274	52,633	53,433	53,830	54,102	49,659	49,542	49,542	52,334	54,406	55,237	54,406
ESp	2,812	1,523	622	648	648	1,468	1,503	1,568	735	730	680	423	398	338	290
Total *	505,589	485,737	490,503	486,566	482,107	465,435	456,331	446,702	428,40	43,038	44,632	46,468	49,766	50,671	51,477
8	36,486	38,827	42,537	45,651	47,040	48,816	51,211	49,272	471,004	461,883	467,106	469,889	487,666	494,258	496,677
Total *	27,049	30,271	32,794	34,278	36,776	39,067	42,862	40,784	39,179	36,334	39,424	41,432	45,520	46,587	49,338
10	21,010	24,253	26,761	27,072	28,757	32,170	36,443	36,413	31,144	31,712	30,734	34,546	36,742	38,307	39,018
11	16,380	19,354	21,728	22,205	22,860	26,369	30,360	31,712	26,880	24,524	26,847	27,487	29,394	31,055	31,524
12	550	541	461	542	1,081	1,088	2,041	4,572	7,555	7,591	6,488	22,542	25,680	26,196	26,489
HSp	280	1,448	461	542	1,081	1,442	520	437	271	117	254	116	165	102	35
Total	101,755	114,173	124,281	129,748	136,454	148,152	163,436	163,190	104,959	100,938	103,747	126,123	137,501	142,247	144,404
Grand Total	607,344	599,900	614,784	616,314	618,571	613,587	619,767	609,892	576,003	562,821	570,853	595,812	625,167	636,505	641,081

N E G R O P U P I L S

Grade	1929-30	1931-32	1933-34	1934-35	1935-36	1937-38	1939-40	1941-42	1943-44	1944-45	1945-46	1947-48	1949-50	1950-51	1951-52
1	94,026	92,547	91,911	83,506	76,737	72,777	66,677	60,992	53,253	48,315	48,298	44,559	42,129	39,666	37,085
2	35,148	34,919	37,098	37,225	35,072	33,539	34,192	33,911	32,561	31,298	30,672	30,526	31,594	32,537	31,371
3	32,122	31,752	33,402	33,507	33,325	31,234	31,429	31,317	31,939	30,700	29,862	29,772	29,943	30,477	30,855
4	28,490	29,298	30,271	30,563	30,377	29,323	29,524	29,495	29,336	29,513	29,046	28,161	28,824	29,234	28,950
5	22,785	23,653	25,279	25,555	25,894	26,127	26,116	26,672	25,300	25,559	26,195	25,903	26,596	26,896	27,372
6	17,193	18,271	20,311	20,901	20,920	22,089	23,063	22,404	22,152	22,018	22,496	23,741	23,896	24,636	25,105
7	13,878	15,231	17,126	17,312	17,663	18,187	19,842	19,624	19,044	18,885	19,040	20,997	21,710	21,891	22,731
ESp	771	957	817	920	756	1,061	516	597	240	188	269	218	230	377	398
Total *	244,413	246,638	256,016	249,489	240,804	235,237	231,359	224,912	15,080	15,587	16,364	17,554	19,216	19,823	19,847
8	6,095	7,488	9,771	10,990	12,106	12,344	15,327	15,401	228,961	222,063	222,242	221,731	224,138	225,537	223,714
Total *	4,164	5,302	6,520	7,177	7,844	9,047	10,698	11,547	11,333	12,336	12,836	13,375	16,313	17,026	17,254
10	2,777	3,654	4,690	5,036	5,454	6,509	7,811	9,116	8,608	8,480	8,938	10,602	12,221	13,228	13,668
11	2,109	2,692	3,708	3,626	3,965	4,552	5,717	6,325	6,601	6,467	6,659	7,917	8,997	10,018	10,568
12	37	17	36	16	1	66	45	670	2,092	1,850	2,070	5,814	6,834	7,373	7,960
HSp	37	17	36	16	1	32	5	50	27	9	21	1	75	20	24
Total	15,182	19,153	24,725	26,845	29,400	33,050	39,602	43,109	28,612	28,142	30,024	38,309	44,440	47,675	49,474
Grand Total	259,595	265,781	280,741	276,334	270,204	268,287	270,962	268,021	257,612	250,905	252,266	260,040	268,578	273,272	273,188

* Grades 1-7 comprise elementary school until 1943-44.

Governor Asks Reporters To Stress Safety Importance

Governor William B. Umstead asked reporters at a recent press conference to emphasize the importance of looking out for children crossing roads and streets near schoolhouses.

The Governor has also urged that Highway Commission officials see to it that as many miles as possible of unpaved roads over which school buses must travel be stabilized before winter. Although there has not been much bad weather during the past seven or eight years, the Governor recalled the desperate conditions prevailing in the winter of 1945-46. "We should do everything possible," he said, "to prevent a recurrence of this kind of situation."

The Rights of the American School Child

Every Child Has the Right

1. To attend school every day during the school term, and to go to school the same number of days in the year as every other child;
2. To be instructed by a well-trained teacher;
3. To go to school in a building free from fire hazards;
4. To attend school in a building located in a healthful environment that is scientifically built and equipped, and that is kept sanitary;
5. To be transported to school if the travel distance warrants transportation;
6. To succeed in school.

Every Child has the Right to Attend a School:

7. Where medical and dental inspections are available without charge;
8. Where organized play is considered a normal activity and is provided;
9. Where the love of home, and the desire for its improvement and an appreciation for the beautiful and the good are taught;
10. Where cooperation in activities is encouraged;
11. Where appreciation of society, its struggles and victories, is made clear; its challenge to the future is made personal;
12. Where the selection of the life work of each individual is not left to chance;
13. Where the individual is trained for his life work;
14. Where the problems of the school come from the problems of the community, state, and nation, and not altogether out of books.

—Selected

Burlington Board Adopts Policies

The Burlington Board of Education has adopted policies governing the administration of the city public schools. These policies, printed in the Handbook for teachers and principals, are as follows:

1. **FINANCIAL**
 - a. The School Board operates strictly on a cash basis. This policy will be adhered to except in case of emergency. Inter-fund transactions have been eliminated. Each account is maintained separately in the bank.
 - b. No school principal or teacher is authorized to make purchases for the Burlington City Schools.
 - c. Schools may not purchase anything involving credit without permission from the Superintendent.
2. **SOLICITING IN THE SCHOOLS**
 - a. No soliciting or selling through teachers or students in schools for any purpose will be permitted with the following exceptions: P. T. A. membership, Junior Red Cross, and United Fund. Discretion should be used in the above mentioned cases. All competition and prizes must be eliminated even in these cases.
 - b. No request for work books or other materials other than included in "Book Rental and Supplies" will be made of students on the part of any teacher.
3. **USE OF SCHOOL EQUIPMENT**

School equipment and materials are purchased with public money for the use of the schools; therefore, school property cannot be loaned.
4. **SCHOOL ENTERTAINMENTS**

Each school will be limited to one entertainment during a semester. Such entertainment must be of a general educational nature, with 25 cents as the maximum admission (if any) to the students. Any entertainment must have the approval of the Superintendent before final plans are completed.
5. **EMPLOYMENT OF TEACHING PERSONNEL**
 - a. Teachers are employed by the Superintendent subject to approval of the School Board.
 - b. Contracts are continuing unless notification is given, "by registered letter of his or her rejection prior to the close of the school term." (Excerpt from the law.)
 - c. In case a teacher's work is not satisfactory, the principal should notify the Superintendent by February 15th. Every opportunity will be given the teacher to improve herself. The supervisor is requested to assist the principal. Conferences will be held between the principal and teacher. If results are not satisfactory, conferences should be held with the Superintendent. The Superintendent must then make the final decision and make recommendation to the School Board.
 - d. Teachers are elected to teach in the Burlington City Schools. The *placement* of teachers is the prerogative of the Superintendent.
 - e. The policy of the Board is to elect only those teachers who hold a Class A certificate. Teachers holding a Master's degree are preferred.
6. **TEACHERS TO VISIT HOMES**

Teachers are expected to visit the homes of their pupils and to keep in touch with the parents sufficiently to establish good home-school relationships and a common understanding of the child and his problems.
7. **SCHOOL DISTRICT**

The boundaries of the Burlington Administrative School Unit may be found on maps in principals' offices. No child outside the school district is allowed to attend school in Burlington without special permission from the Superintendent.
8. **NO PIANO TEACHING IN THE SCHOOLS**

The long established plan of having teachers of piano do part of their teaching at the schools for the special accommodation of pupils has been discontinued. The private teachers will not do any teaching in school buildings in the future.
9. **SCHOOL TRIPS OUT OF THE CITY**

There is a common policy that no pupils below the sixth grade be allowed to go on special informational trips outside the city. Only one outside trip for any group in any one year is permitted.
10. **TRIP TO LOCAL ESTABLISHMENTS**

A reasonable number of trips to local establishments and agencies should probably be limited to four—not many grade groups will arrange that many. Trips should be well planned beforehand so that pupils may receive maximum benefit. These regulations do not include nature study walks arranged by primary teachers for younger children.
11. **NO STATE SCHOOL BUS TRANSPORTATION WITHIN CITY LIMITS**

According to State law, school buses are not allowed to transport pupils living within the city limits. Only those pupils living outside the Burlington city limits but within the Burlington City Schools District will be allowed to travel to and from school on the State operated school buses.

Academic Freedom Held Basic to Freedom for All

To do their work properly in the classroom, teachers must be protected against overwhelming pressures from special and partisan interests. It is on this ground, declares H. Gordon Hullfish, Professor of Education at Ohio State University, that teachers have staked their claim to academic freedom.

"Academic freedom is simply the educational need of a free society. We cannot lose one without the other," Dr. Hullfish adds. These statements summarize his findings in a study, *Keeping Our Schools Free*, published recently as a 25 cent pamphlet by the Public Affairs Committee, 22 E. 38th Street, New York City.

"The American teacher is accustomed to criticism," Dr. Hullfish declares. "His daily work is done in the open, not behind a protective curtain. . . The situation changes however, when official investigation turns to his 'loyalty' and the test of 'loyalty' turns upon committee definition."

Much depends, says Dr. Hullfish, on how the teacher is to be tested. "Is he to be judged, as teacher, by an investigating committee, or by a procedure appropriate to an educational institution? Is he to be judged, as teacher, by what he does or tries to do to the minds of his students?"

"It is significant that few if any teachers attacked by Congressional committees have been charged with abusing their position by seeking to indoctrinate students in their political beliefs."

Dr. Hullfish emphasizes that Congress has a duty to investigate when in need of facts for legislation. However, in school investigations no legislation is involved; or if it is, it involves a shift in the responsibility for education from the locality or state, where it has been lodged throughout our history, to the nation.

The author does not deny the right of witnesses to rely on the Fifth Amendment, but points out that "when witnesses seem to lack candor suspicion arises, warranted or not, in the eyes of a confused public." Nonetheless, refusal to answer interrogators should not be equated with an admission of guilt.

Governor Appoints Com. on Higher Education

Governor Umstead recently named members to the Commission on Higher Education authorized by the General Assembly of 1953.

Members named were: Victor S. Bryant, Durham, who was elected chairman; Fred S. Royster, Henderson; Mrs. Grace T. Rodenbough, Walnut Cove; Dudley Bagley, Moycock; L. C. Gifford, Hickory; E. Y. Floyd, Raleigh; and F. L. Atkins, Winston-Salem.

The Commission will "make a comprehensive study of the purpose, organization, function and operation of each of the institutions of higher learning supported by State funds," and make recommendations to the 1955 General Assembly.

Postal Rates Bill Signed by President

On July 20 President Eisenhower signed Public Law 141, the Carlson-St. George Act to permit the mailing of educational films and related materials at book rates. The new law takes effect immediately.

Public Law 141 permits 16-mm. films and film catalogs to be mailed in parcels not exceeding 70 pounds weight at a rate of eight cents for the first pound and four cents for each additional pound. This is the standard book rate. The only exception is when such mailings are made to commercial film theaters.

The new law also permits the mailing of 16-mm. films, filmstrips, transparencies, slides, microfilms, sound recordings, and catalogs of such materials at the library book rate of four cents for the first pound and one cent for each additional pound. The condition attached is that such mailings be made to or from schools, colleges, universities, and non-profit organizations. The Postmaster-General may require proof of non-profit status.

Bill Proposes No Tax On Retirement Incomes

The House Ways and Means Committee recently heard NEA witness and 25 other representatives of national and state organizations testifying in support of HR 5180, a bill to provide income tax relief for retired people.

HR 5180, introduced by Rep. Noah M. Mason (R-Ill.) May 13, was one of 40 items considered by committee during hearings to amend the Internal Revenue Code. The bill would exempt from federal tax the first \$1,500 of all retirement incomes, and would allow some work after retirement. The Ways and Means Committee will consider suggested tax revisions early in the second session of Congress.

Girl Scouts Issue Handbook

The tenth edition of the Girl Scout Handbook, the basic text on which Girl Scouting bases its program, was issued Monday, October 26, during the annual observance of Girl Scout Week.

The Handbook, completely re-styled, brought up-to-date and enlarged to include 23 new proficiency badges, has been prepared by the National Girl Scout organization with the aid of some 200 Girl Scouts from eight troops, who made suggestions, worked on the new badge requirements, read and commented on the content of the new edition. The content has also been checked by troop leaders, experts in education and in the fields covered by badges, government specialists, and others.

The book is a compendium of facts, instructions, suggestions, and policies designed not only to help girls acquire new skills but also to put those skills to useful services. Although it is written primarily for the 10-to-13-year-old Intermediate Girl Scout, it contains, in addition to Scout program and law, much information of interest to the general reader. (The Girl Scout organization publishes a special book for its Junior members—the Brownies—and a source book of recommended activities for its older teen-agers—the Senior Scouts.)

In addition to being brought up-to-date through the addition of new badges, the new Handbook recognizes the growing self-reliance and independence of girls and is slanted to help them meet the objectives of Girl Scouting "to help girls develop as happy, resourceful individuals willing to share their abilities as citizens in their homes, their communities, and the world."

12. CHILDREN TO REMAIN ON GROUNDS

Burlington school children are in the custody of the principal and teachers from the time they arrive at school until they reach home or leave with their parents or other care-taker. Once children reach the school they are not allowed off the school grounds until school closes.

13. LETTER TO PARENTS

The annual letter from the Superintendent to parents in regard to attendance, tardies, etc., is to be sent out as usual from all schools. Teachers should carefully note the contents of this letter and explain to pupils as necessary.

Are Retired Teachers Happy?

Retired teachers are happier in their post-employment life than are most other municipal employes. At least, this is true among New York City employes now in retirement. Authorities for this statement are Joseph H. Bunzel and Louis Gare who have studied teacher-retirement problems for the (N. Y.) Mayor's Advisory Committee for the Aged.

After a survey of nearly 500 retired teachers, Bunzel and Gare reported in the *New York Times* that 55 per cent of the men teachers found retirement satisfactory compared with 36 per cent of male employes.

"Likewise," they asserted, "61 per cent of female teachers are compared to 38 per cent of female employes found retirement satisfactory. In the case of both teachers and employes more females than males found retirement to be satisfactory; however, for the employes the difference is so slight as to be practically insignificant."

The researchers found changes in attitude before and after retirement to be "most interesting."

"These changes," they said, "represent the difference between anticipation and fulfillment. Thirty-four per cent of the teachers as compared to 23 per cent of the employes did not like the idea of retirement before they retired but found it satisfactory after they retired. Thirty-three per cent of the teachers compared to only 18 per cent of the employes had no feeling about retirement before they retired, but after they retired found it satisfactory."

"Taking into account the various degrees of changes (from positive to neutral to negative and so on), we could ascertain that more than half of the total group (70 per cent of the teachers and 40 per cent of the employes) found retirement rather satisfactory in spite of not looking forward to it before they retired."

As they had expected, the researchers found that the low-income group, primarily, in sharp contrast to the high-income group, looked upon retirement as unsatisfactory because of inadequate income.

Leisure-time activities played a considerable part in their satisfaction or dissatisfaction too.

"It was found," the report stated, "that among those who reported 'many' (five to nine) activities, 71 per cent found retirement satisfactory; whereas among those who reported 'few' (one to four)—most of them reported no more than two) activities, only 52 per cent found retirement satisfactory."

NEA Surveys Use of Mails

At the request of the Senate Committee on Post Office and Civil Service, the NEA has contracted to make a brief study of the educational benefits derived from the use of the mails. A report which will be submitted to the committee by November 15 will deal specifically with this question: "Does the value to the nation of the educational use of the mails justify a decision that a portion of this cost should be regarded as government service to its citizens as is the case with other departments?"

Schools Make News Headlines

Public schools have come in for a good portion of the State's newspaper headlines in recent weeks. Perhaps, the three more often headline makers were the Statewide bond issue of \$50,000,000 voted favorably on October 3 and the need for school plant facilities, the partial reorganization of the Department of Public Instruction including the naming of Dr. A. S. Hurlburt as an Assistant State Superintendent in Instruction, and the record enrollment in the schools this fall and the associated problem of a shortage of elementary teachers for the white schools.

A few typical headlines read as follows:

N. C. Schools Estimated Need 8,000 More Classrooms—*Salisbury Post*.

Better Educational Facilities Quickest Way to Aid Carolina—*Oxford Ledger*.

City Schools Need 86 Additional Classrooms to Relieve Congestion — *Greensboro Record*.

County Schools Allotted Six More Teachers—*Newton Enterprise*.
Nine Additional Teachers Allotted Standly Schools — *Albemarle News and Press*.

Partial Reorganization Announced for State's School Set-Up—*Raleigh News and Observer*.

Education Department Changes Made — *Greensboro News*.

State Bond Referendum Discussed—*Greensboro News*.

New Pupils Outrun Building Program in S. C. School Race—*Charlotte Observer*.

Business Education Observance Is Praised by Dr. Carroll Who Cites Big Need for Additional Classrooms — *Elizabeth City Advance*.

National Teacher Examinations To Be Held February 13, 1954

The National Teacher Examinations, prepared and administered annually by Educational Testing Service, will be given at 200 testing centers throughout the United States on Saturday, February 13, 1954.

At the one-day testing session a candidate may take the Common Examinations, which include tests in Professional Information, General Culture, English Expression, and Non-verbal Reasoning; and one or two of nine Optional Examinations designed to demonstrate mastery of subject matter to be taught. The college which a candidate is attending, or the school system in which he is seeking employment, will advise him whether he should take the National Teacher Examinations and which of the Optional Examinations to select.

Application forms and a Bulletin of Information describing registration procedure and containing sample test questions may be obtained from college officials, school superintendents, or directly from the National Teacher Examinations, Educational Testing Service, P. O. Box 592, Princeton, New Jersey. Completed applications, accompanied by proper examination fees, will be accepted by the ETS office during November and December, and in January so long as they are received before January 15, 1954.

116 Teachers Qualify for Driver Education

An added 116 teachers trained to teach driver education courses this summer makes nearly 500 persons who have been prepared for this work during the past five years, according to John C. Noe, Adviser in Safety Education, State Department of Public Instruction.

Some of the 500, Mr. Noe reports, have become principals and administrators, and are thus not available as instructors of driver education. The newly trained teachers, however, will permit more schools to add driver education courses. Already 100 have been added this year—to all schools in a number of counties.

Institutions providing driver education courses this summer were: East Carolina College, Elizabeth City State Teachers College, N. C. State College, University of North Carolina, Fayetteville State Teachers College, Western Carolina College, and Appalachian State Teachers College.

Magazine Insert Answers "Why Study English?"

A four-page insert sponsored by General Electric and titled "Why Study English?" appeared in the October 7th issue of Scholastic Magazines. The classroom publications are published in four separate editions (Senior Scholastic, Practical English, World Week, Junior Scholastic).

The insert was prepared by General Electric to stress the importance of young people being able to express their ideas in writing and speaking—a qualification that rates high among technical engineers in all fields. In the words of the insert, "Our business world needs young people whose minds are packed with facts, but with the boldness of imagination to release them in a form that is easy and pleasant to take."

Colleges Protest Implied Federal Control

Fourteen higher institutions, all of them under state control, have refused to sign contracts for correspondence instruction carried by the U. S. Armed Forces Institute until a clause is deleted which requires removal of faculty members who are disapproved by the federal government. Contracts with U. S. A. F. I. for courses taken by Armed Forces personnel are handled by the offices of Armed Forces Information and Education of the Department of Defense.

The institutions have pointed out that such a contract surrenders to the federal government the right to hire and retain members of the faculty. These institutions are willing to submit affidavits from their faculty members to the effect that they do not belong to subversive organizations, since such affidavits are normally required for employees of state institutions.

The Department of Defense has stated that loyalty affidavits are not sufficient protection and that the department would prefer to use the "normal procedures" of loyalty investigations of the type required for other federal employees. If such an investigation resulted in disapproval, the department could then notify the institution to take action.

Unless the disputed wording is changed, the implications of such a construction of the law are serious for all educational institutions under contract with the federal government regardless of the purpose of the contract.

—NEA Journal.

Investigating Team Clears UNESCO of Charges of Communist Domination

A special committee appointed by President Eisenhower to investigate seven charges against UNESCO found that, while there were some things about UNESCO that might be improved, domination by communists was not one of those faults. Committee Chairman Irving Solomon reported the findings September 14 to the twelfth meeting of the U. S. National Commission for UNESCO, held in Minneapolis. The Fourth National Conference of the U. S. National Commission for UNESCO, immediately following the Commission meeting, heard letters of greeting from President Eisenhower and Secretary Dulles expressing warm support.

The seven charges investigated by the special committee were: (1) that UNESCO is controlled by communists or is influenced by them in directions that are inconsistent with the interests of the United States; (2) that it advocates a political world government and seeks to prepare citizens for such a government; (3) that it seeks to undermine the loyalty of Americans to their government and flag and substitute loyalty for world government; (4) that it seeks to indoctrinate American school children with ideas and philosophies contrary to American ideals and traditions by influencing teachers and placing slanted materials in classrooms; (5) that it is atheistic or anti-religious; (6) that, while it gets one-third of its budget from the United States, it gives little if anything of value in return; and (7) that it has failed to fulfill the expectations of those who created it.

In presenting the report to the conference Chairman Salomon said: "We were unable to discover any basis in fact for any one of these criticisms." Mr. Salomon is a retired Chicago industrialist who now lives in California. The other members of the committee are Mrs. F. P. Heffelfinger of Minnesota and President John A. Perkins of the University of Delaware.

The U. S. National Commission for UNESCO is a citizen group of 100 members, established by the Congress of the United States to advise the Government about relations with the United Nations Educational, Scientific and Cultural Organization. Its newly appointed chairman is President George N. Shuster of Hunter College.

AASA Executive Secretary Worth McClure attended the meetings as a member of the U. S. National Commission for UNESCO.

The UNESCO program, according to Director General Luther Evans, will be revised to fit the budget of the organization and to fit the wishes of the 69 member nations. Dr. Evans, who became director general July 4 at the UNESCO General Conference in Paris, has said that he wants "to develop a more realistic program, with a hard-headed organization." The present budget of UNESCO is \$9 million a year, the United States contributing one-third. —*The School Administrator*, October, 1953.

Brownell Is New U. S. Commissioner

Dr. Samuel M. Brownell, president of New Haven, State Teachers College, Connecticut, is the new United States Commissioner of Education. He succeeds the late Lee M. Thurston, who died from a heart attack September 4, two months after his appointment to the post on July 2.

Dr. Brownell is a brother of the U. S. Attorney General, Herbert Brownell. He was recommended to the Federal education post by Mrs. Oveta Culp Hobby, Secretary of the Department of Health, Education and Welfare.

Court Will Re-argue Segregation Cases

The five cases involving the constitutionality of racial segregation in the public schools will be re-argued before the U. S. Supreme Court during the week of December 7. These cases were originally argued December, 1952.

In setting the cases for re-argument, the court indicated the nature and degree of its perplexities by requesting that counsel discuss specific phases of the cases in their new briefs and oral arguments. Questions asked are:

1. Did the people who voted for the Fourteenth Amendment contemplate that it would abolish school segregation?

2. If not, what was the view of the Congress and the states at that time on whether Congress or the courts could abolish it?

3. If questions 1 and 2 cannot be answered definitely, is it within the judiciary power to abolish school segregation?

4. Assuming segregation is unconstitutional, must the court abolish it forthwith, or can it permit a gradual adjustment?

Federal Office Issues

Classroom Design Bulletin

A new publication titled, "Designing Elementary Classrooms," was released recently by the Office of Education, Department of Health, Education, and Welfare.

The illustrated bulletin emphasizes that the elementary school classroom is a most important part of the school plant and that classrooms can be designed to meet the needs of the school child and his educational program.

Teachers, supervisors, principals, and specialists in elementary education, as well as school superintendents, school architects, and school building specialists contributed information for this new publication. It is addressed to educators and the public as they work together in helping to provide the most suitable educational environment for boys and girls.

In announcing the publication, E. Glenn Featherston, Director of the School Administration Branch, Office of Education, pointed out that steadily increasing enrollments in the Nation's elementary schools during the past several years, and still greater enrollment peaks expected in the years immediately ahead, are causing State and local school administrators in greater number than ever before to request Office of Education assistance and information in the school housing field.

The publication, produced by the School Housing Section and the Elementary Schools Section of the Office of Education, will help assist planners of elementary classrooms in the use of effective and practical approaches and procedures. It interprets functional planning and design, indicates trends in design of elementary classrooms, and encourages more efficient utilization of available facilities.

Shown in the publication are classrooms serving many functions. It presents sample educational specifications for the typical intermediate classrooms (grades 4, 5, or 6), and pictures architectural views of classrooms and equipment. Characteristics of children between 6 and 7, and between 7 and 10, and between 10 and 12 years of age are also listed, since such characteristics must be given consideration in the designing of classrooms. Responsibilities of the community, the school board, superintendent and classroom committee for administration and functional planning are also reported. Views of many teachers on good classroom environment are also quoted.

Copies of "Designing Elementary Classrooms" are available from the Superintendents of Documents, Government Printing Office, Washington 25, D. C., price 35 cents.

Policies Commission Names Wilson Secretary

Howard E. Wilson, formerly on the Harvard faculty and now executive associate of the Carnegie Endowment for International Peace, has been appointed secretary of the Educational Policies Commission. He took office on November 1.

The Educational Policies Commission is a national educational organization sponsored by the National Education Association and the American Association of School Administrators, a deliberative body of 20 leading educators. It conducts studies and surveys, and makes policy statements on critical educational issues.

N. C. College Holds Guidance Conference

A State Guidance Conference was held at North Carolina College on October 16 and 17.

This Conference was sponsored by the State Department of Public Instruction and North Carolina College. Its purpose was to stimulate and improve guidance services in the Negro schools of the State. Some of the topics discussed were: Developing guidance services for pupils at all grade levels; guidance activities in the school; orientation, a major guidance problem; interest, grades and personal problems; county-wide planning for guidance and some group activities.

First \$50 Million Almost Exhausted Another \$50 Million Voted October 3

Revised and new allocations by the State Board of Education on October 1 brought the total allocations from the State's School Plant Construction, Improvement and Repair Fund to \$48,591,606.56. However, on October 3, the people by a majority vote approved a bond issue of another \$50 million for the improvement of the school plant facilities of the State.

When the bonds authorized by this vote are sold each county of the State will receive by law \$100,000, a total of \$10,000,000 from the \$50 million voted. The sum of \$15,000,000 will be distributed to the counties on the basis of average daily membership for 1951-52, provided needs exist. The remainder, or \$25,000,000, will be distributed to the several counties in accordance with standards as determined by the State Board of Education and approved by the Governor.

Hoke Paper Prints Special School Section

The *News-Journal*, weekly newspaper edited and published by Paul Dickson of Raeford, issued a special school edition on Thursday, September 3. This edition of the Hoke County paper has many articles concerning the public schools of that county. Superintendent K. A. MacDonald is the author of several of the articles, whereas others are by principals, teachers and others. J. A. McGoogan, first school superintendent of the county when it was founded in 1911 is the author of a brief history of the public schools.

Winborne Writes Article for Nation

An article on State School Insurance by Thomas B. Winborne, Director of the Division of Insurance, State Board of Education, appears in a recent number of *The Nation's Schools*.

In this article Mr. Winborne relates the background information causing the State Board of Education to recommend to the General Assembly of 1949 that a self-insurance plan be set up by the State and some of the results of the plan following its inauguration by the establishment of the Division of Insurance.

"The existence of the fund," he points out, "has begun to produce the desired results, and savings on fire insurance premiums are realized by all the schools whether they participate in the self-insurance program or not . . . It is interesting to note that for the year 1947-48, the year prior to the 25 per cent rate increase, the administrative units now insuring with the fund were paying an average of nearly 61 cents per hundred dollars' insurance. As of June 30, 1952, three years after the fund was established, the same units were paying an average of about 33 cents per hundred dollars' insurance, or a savings of 28 cents per hundred."

The Attorney General Rules . . .

Consolidation of City and County Administrative Units

In reply to inquiry: I have your letter of September 29th in which you enclosed copy of a letter from Superintendent _____ of the _____ City Schools, dated September 24th, 1953 and directed to Mr. _____ of your Department. In his letter to Mr. _____, Superintendent _____ writes in part:

"I assume that, in the event of actual consolidation and the merger of the two administrative units, legislation will be necessary to abolish the _____ unit and set up a new county administration. I would like advice on these questions. Further, I would like to be able to advise my board on the desirable type of organization for the new county unit. It looks to me like it would be advisable to have only one district in the entire county, with, perhaps, local committees for each of the elementary schools.

"If the county were set up as one school district, should the county board function as a district committee or should there be an overall district committee under the county board?

"I assume that it could be worked out so _____ could keep its special school tax for use in the white elementary and the colored school, even if this reorganization should take place. Also, I have interpreted the new law on consolidation to mean that these two school boards could go ahead with this consolidation after having public hearings, exploring the issues, and deciding that the consolidation is good for the children, even though certain communities should not agree with the program. Are these ideas correct.

Since I assume that you wish me to answer only the legal questions, I am not attempting an answer to certain questions propounded by Mr. _____.

As to Mr. _____'s first question, G. S. 115-352 expressly stipulates that nothing in the School Machinery Act shall prevent city administrative units as now established from consolidating with the county administrative units in which such city administrative units are located, upon petition of the trustees of the city administrative unit and the approval of the county board of education and the county board of commissioners in said county. From the foregoing it would seem that new legislation is not necessary to bring about a consolidation of the _____ Administrative Unit with the _____ County Administrative Unit. The territory constituting the _____ City Administrative Unit was evi-

dently a special charter district prior to the enactment of Section 4, Chapter 562 of the Public Laws of 1933, now codified as the first paragraph of G. S. 115-352. You will note that this section abolished all school districts in North Carolina as of May 15th, 1933, including the special charter districts, and authorized the creation of new districts for administrative purposes only, as well as the establishment of city administrative units apart from the county units.

As to Mr. _____'s second question, G. S. 115-354 provides for district committees but I find no provision for a county-wide school committee. I understand that a few of the smaller counties of the State have been consolidated into one high school district for which the county board of education is acting as a school committee. However, I understand that in those counties there are separate districts for elementary school purposes only. This is a problem that the Commission to study changes in the school law, authorized by the last General Assembly will probably want to consider.

As to Mr. _____'s third question, it seems to me that if the entire county should become one district, the special school tax presently being levied in the _____ City Administrative Unit under the provisions of G. S. 115-361 and in the _____ District under G. S. 115-362, could no longer be levied and collected because the units, upon which the taxes are levied, would have been abolished. However, it would then become possible for the people of the whole county to vote upon themselves a supplemental tax under the provisions of G. S. 115-361 and G. S. 115-207.

As an alternative method of procedure it would seem that instead of consolidating the whole county into one district for all purposes, the county as a whole might constitute one district for high school purposes and _____, _____ and the remainder of the county might constitute three separate districts for elementary school purposes. In that way neither _____ or _____ would lose its identity as a separate administrative district and I should think that the supplemental taxes heretofore voted and now being collected in these areas might still be levied and collected.

It may be that before any definite conclusions are reached as to procedure in _____ County, Mr. _____ and other officials will wish a conference with you and some member of the staff of this office. If we can be of service in that

Use of Local Supplemental Tax Funds for Purchase of School Activity Bus

In reply to inquiry: I have your letter of October 6th in which you quote from a letter from one of your city superintendents as follows:

"Is it legal and within the authority of a Board of Trustees for a city administrative unit to use district tax funds for the purpose of purchasing or making partial payment on a school activity bus?"

I assume the superintendent refers to special supplemental tax funds voted pursuant to the provisions of G. S. 115-361. This section provides that such funds may be used "to operate schools of a higher standard than that provided by State support." G. S. 115-45.1, enacted as Chapter 967, Session Laws of 1953, provides that the several county boards of education and the trustees of city administrative school units are authorized and empowered to take title to school buses *purchased with local or community funds* for the purpose of transporting pupils to and from athletic events and other local school activity purposes, and commonly referred to as activity buses.

The question presented is whether the operation of "schools of a higher standard than that provided by State support" can be considered as including the purchase of a school activity bus. This office drafted the 1953 Act at the request of your department and used the expression "purchased with local or community funds" as referring to funds raised by a local school or contributed by persons in the community. In using this language this department did not have in mind the use of supplemental ad valorem tax funds levied in conformity with the provisions of G. S. 115-361. Of course there is no decision of the Supreme Court construing this language, but it is very doubtful that the Legislature intended to authorize the use of ad valorem tax monies for such a purpose.

Until there is a contrary decision of the Supreme Court it seems unwise for a city administrative unit to use ad valorem tax funds for the purpose of purchasing or making partial payments on school activity buses.—Attorney General, October 8, 1953.

connection, please do not hesitate to call upon us. —Attorney General, October 2, 1953.

LOOKING BACK

5 Years Ago

(N. C. Public School Bulletin, November, 1948)

Three new superintendents have been elected recently to fill out the unexpired terms of persons who resigned. These are: Tryon—Laxton Hamrick to succeed W. A. Schilleter, who resigned to return to the army; Warren County—W. B. Terrell to succeed J. Edward Allen, who resigned on account of ill health; and Wadesboro—W. L. Wildermuth to succeed Mr. Terrell.

State and local school authorities should begin to make long range plans for elimination of small high schools except those definitely isolated, the State Education Commission has recommended.

10 Years Ago

(N. C. Public School Bulletin, November, 1943)

Dr. W. P. Jacocks, Coordinator of the Division of School-Health Coordinating Service, a cooperative division of the State Department of Public Instruction and the State Board of Health set up with the aid of funds obtained from the Rockefeller Foundation, recently announced the program of that Service for the current school year.

J. Y. Joyner, North Carolina's State Superintendent of Public Instruction from 1902 to 1919, has been nominated by State vocational workers in agricultural education as one of the five persons to be included in an "Honor Roll" of pioneers of vocational agricultural education to be published in book form.

The supply of school books is now being seriously affected by the war, it is learned from Egbert N. Peeler, Director of the Division of Textbooks of the State Board of Education, in a recent interview.

15 Years Ago

(N. C. Public School Bulletin, November, 1938)

Vocational education is the most important need of the schools of North Carolina with the twelfth grade coming second, it is indicated by replies being received by a special committee on education appointed the past summer by Governor Hoey.

Teachers of shop courses have been urged to protect their students in the use of power tools in a recent letter by T. E. Browne, Director of Vocational Education for the State Department of Public Instruction.

Schools operating the twelfth grade in 1937-38: Washington (white only), Durham, Roanoke Rapids (white only), Charlotte, Rocky Mount (white only), Hamlet (white only), Rockingham (white only), and Reidsville.

Punctuation Marks

Schools teach the tots of flowers
and bees

But nothing of parentheses.

Of subjects now they give a
myriad

But quite ignore the faithful
period.

They teach kids of the Daili Lama

While passing up our friend,
the comma,

And left completely in the dark

Are lessons on the question
mark.

Let schools beware and not be
rash

Lest we forget about the dash.

Let's not throw things so out of
joint

By scorn of the exclamation
point.

Praise be to schools which won't
agree

To cast out the apostrophe,

While honored be the school that
harks

All kinds of punctuation marks.

—Greensboro Record

Resource-Use Education Conferences Held

Resource-Use Education Conferences were held last month in several areas of the State and others are scheduled to be held this month and next according to a recent announcement by Dr. Theodore R. Speigner, Director of the Division of Resource-Use Education of North Carolina College, Durham.

During October conferences were held at Apex Junior High School, Wake County, for Alamance, Durham, Orange and Wake Counties. The Caswell-Granville-Person Resource-Use Education Conference was held at the Orange Street Elementary School, Oxford, on October 22. Another conference was held on October 20 for Columbus, Cumberland, Bladen, Johnston and Sampson Counties at Clinton.

Other conferences held were the following: Franklin, Nash, Vance, Warren Counties on October 28 at Henderson Institute, Henderson; Chatham, Harnett, Lee and Moore Counties on October 29 at West Southern Pines School, Southern Pines; Hoke, Robeson, and Scotland on November 5 at Lincoln Heights High School, Laurinburg; and Duplin, Greene, Lenoir and Wayne Counties at the Fink High School, La Grange to be held on December 5.

Conferences for other areas, Dr. Speigner states, will be announced later.

MAKING TODAY'S NEWS

Caldwell. Caldwell County's first annual Business Education Day was brought to a climactic close with a banquet last night at which Lt. Gov. Luther H. Hodges voiced a plea for better understanding between business people and the public, along with better understanding among nations. —Lenoir *News-Topic*, September 17.

Raleigh. The hazardous practice of Raleigh school children crossing busy highways and city streets unescorted may soon be minimized, Cola Lupton of the Civitan Club indicated Thursday. —Raleigh *Times*, September 17.

Granville. Children are crowded into every nook and cranny of available buildings in Oxford and Granville County and the instructional program is suffering from a lack of adequate housing. Granville citizens were told in a meeting at the courthouse here Monday night. —Oxford *Ledger*, September 18.

Beaufort. An estimated \$1,170,000 are presently needed to fill the needs of the county schools of Beaufort County, according to the latest figures released from the office of W. F. Veasey, superintendent of county schools. —Washington *News*, October 1.

Henderson. Bids will be asked within 30 days on Henderson's new E. M. Rollins Elementary and Junior High School, it was announced by Supt. W. D. Payne. —Durham *Herald*, October 1.

Alamance. Construction bids for a \$150,000 building program at Alamance School are scheduled to be offered on November 14. —Greensboro *News*, October 4.

Burlington. Supt. L. E. Spikes of the city school system, in a statement released today, asked that local residents vote in favor of the school-mental hospitals bond issue on Saturday "but not with the idea that the \$50 million will solve all our school needs in the State." —Burlington *Times-News*, September 30.

Onslow. With continuing gains in classroom space as construction moves apace at the new Clyde Erwin School, announcement was made today by District Principal Cameron West that Jacksonville schools would go on the regular schedule set by the Onslow County Board of Education. —Jacksonville *News and Views*, October 2.

Cabarrus. L. J. Hughes was chosen chairman of the Resource-Use Conference held recently at Shankletown School. —Concord *Tribune*, September 27.



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NORTH CAROLINA P

BULLETIN

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December, 1953

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Measure of Value?

There is a truck driver up in New York state who is new at his job. Until this fall he was a school teacher. His teaching salary was \$85 a week; now he gets \$125. We have been thinking this over without, so far, reaching any hard conclusions.

THIS FELLOW may be so much better at driving trucks than at teaching that he has simply moved into his proper occupation. Then, it may be that truck driving has become more important than teaching. Straight economic reasoning might indicate that if truck driving pays \$40 a week more, it is about one-third more valuable to society. Perhaps we need drivers to haul television sets and groceries worse than we need teachers. Maybe the man felt that he received too little respect as a teacher and figured that a truck driver gets more consideration.

AFTER ALL, we Americans are a practical people. We can see what a truck driver does. A teacher, hidden away in a school room which few of us visit, is seldom on display and harder to evaluate. He, or more often she, merely educates our children and incidentally keeps them out from under our feet several hours daily during most of the year. We always seem to find enough teachers to go around. If the state certifies that they are qualified can we doubt their abilities? Can we tell whether they are worth \$45, \$85 or \$125 a week?

ANYWAY, it seems to boil down to this: If we want truck drivers worse than we want teachers, we'll have to pay for them.

(The above editorial appeared in the *Pathfinder—The Town Journal*, printed at 230 N. Washington Square, Philadelphia, Pa.)

North Carolina Leads Southeast in School Lunches Served

North Carolina led nine Southeastern States in total lunches served to school children during 1952-53 under the School Lunch Program, according to a recent report by Russell H. James, Area Field Supervisor, to Charles F. Carroll, State Superintendent of Public Instruction.

The 1,537 participating schools of the State, the report shows, served 64,775,497 meals or lunches, to North Carolina boys and girls. Georgia having served 48,491,761 meals ranked next to North Carolina among the remaining states — Georgia, Alabama, Florida, Kentucky, Mississippi, South Carolina, Tennessee and Virginia— of this area. A total of 365,183,921 lunches were served in all nine states.

During the peak month an average of 429,375 children were served lunch in North Carolina schools under the School Lunch Program. This was an increase of 14.3 per cent over the preceding year. Nearly 90 per cent of these lunches, the report shows, were type A which included milk. Only 5.81 per cent of the total were free, the remaining per cent paid for by the students.

These figures indicate, according to State Superintendent Carroll, that more of our boys and girls in North Carolina are receiving nutritious lunches including milk.

Total food purchased cost \$10,743,478, an average of 17.5 cents per meal. This food was augmented by 9,583,045 pounds of commodities distributed under the Direct Distribution Program of the U. S. Department of Agriculture valued at \$3,323,346.

The following table gives the quantity in pounds and value of commodities distributed to North Carolina school children:

	Pounds	Value
Dry Lima beans	350,000	\$ 36,637
Dry pinto beans	342,000	\$ 41,040
Dry white beans	140,000	15,400
Peanut butter	197,235	61,081
Process cheese	690,000	332,099
Canned grapefruit sections	301,680	41,665
Canned peaches	435,000	70,451
Canned peas	590,218	88,807
Canned tomato paste	394,087	85,340
Canned tomatoes	788,665	101,612
Creamery butter	720,000	520,700
Shell eggs	391,000	145,228
Non fat dry milk solids	345,228	89,772
Cottonseed oil	30,415	7,533
Fresh peas	855,600	95,145
Hams	657,832	366,018
Picnics	239,290	97,870
Bacon	59,905	25,669
Frozen turkeys	1,887,190	1,033,614
Orange juice	167,700	67,665
Total	9,583,045	\$3,323,346

The School Lunch Program in North Carolina is administered by the State Department of Public Instruction under the direction of Mrs. Anne W. Maley, State Supervisor. Commodity distribution is administered through the State Department of Agriculture by Jay P. Davis, Director Commodity Distribution Program.

Family Life Institute Held

Hendersonville and Henderson County schools joined with city officials and local civic and religious groups in sponsoring a Family Life Institute, October 19-22. The purpose of the Institute was: "To develop methods and techniques for better Child-Parent Relationships and a more effective guidance in Home, Church, School, and Community."

Superintendent Carroll Says . . .

It is easy to criticize public schools and attract a big audience of readers and listeners; it is difficult to defend them and draw a dozen sympathizers. Most every week some of our best-selling magazines feature an attack on the system, the curriculum, the methods, or the products themselves. Some of these attacks are maliciously concocted and spring from malignancies invading our national life. On the other hand, some are conscientiously conceived and originate from a genuine desire to improve public education. Few persons, however, express criticism of our schools without revealing their indebtedness to those same schools.

If one says, it is my right to write and speak about public education, surely he must remember that he was taught in the public schools that democracy permits and encourages the exercise of this public freedom when promoting the common good.

If one says, it is my duty as a public-concerned citizen to think analytically and critically about functions and services of public institutions and agencies, surely he must recall that he was taught in the public schools that effective citizenship requires reflective thinking and an investigative attitude in order that issues may be decided on the basis of fact.

If one says, it is my business as a taxpayer to follow with interest the expenditures invested in public programs, certainly he cannot forget that he was taught in the public schools to acquire vocational, civic, and economic competence so that he could support public agencies and programs with intelligence and understanding as well as with dollars.

If one says, it is my obligation to society to remind our schools that reading, writing, speaking, and spelling are being ignored, surely he cannot satisfy this compulsion without remembering that were it not for the fact that he was taught in the public schools how to manipulate these very skills he would be stymied in his desire.

If one says, it is my responsibility to society to indict our schools for a lag in the adherence of youth to moral and spiritual values, certainly he must be prompted to probe his own attitude and attribute his very concern to the fact that he was taught in the public schools that such values are essential to our culture.

And so it goes. Those who write well, speak well, and think well in their attacks on schools display creditably the skills which they have acquired in public schools. The better organized, the more logically developed the article or speech, the better training the critics must have received in the public school! It appears, therefore, that many criticisms of the public schools are self-answered.

Certainly, constructive criticism is good. At the same time that criticism is offered, however, let us trust that the critic recognizes his own indebtedness to public schools.

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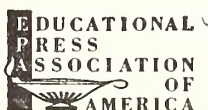
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CHARLES F. CARROLL
State Supt. of Public Instruction

EDITOR
L. H. JOBE
Director, Division of Publications



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THE TEACHER'S SPIRITUAL INFLUENCE

(Guest Editorial)

The universal free public school by its very nature is a spiritual enterprise. It concerns itself with all children, regardless of race, creed, or economic condition. It seeks to exemplify good habits and helpful human relations in every study and activity. On a vast scale, it is an expression of the concern which our Judeo-Christian tradition feels for the highest development of all the people. The foundation which the free public school has laid in America has enriched the spiritual life of every church. But we are concerned here not with the school as an institution, but with the teacher as a person.

The position of the teacher is unique. He is employed by society for the guidance and improvement of mankind. His obligation is to truth, to humanity, and to God. His task is to help everyone who comes under his care to make the most of himself. This is a spiritual enterprise, and only by thinking of it in spiritual terms can the teacher be worthy of his glorious heritage, which includes all the gifted teachers of ages past. More especially at this season of the year, we think of the Great Teacher whose exemplification of love as the supreme law of life has inspired, guided, comforted, and lifted humanity for generations.

One gains insight into the forces that shape character by searching his own growth to discern what counted most. I shall never forget nor cease to be thankful for the influence of my first real teacher, Jennie Collins, in a one-room Nebraska country school. Mrs. Collins, with three children of her own, was a living spiritual force in that frontier community where formal religious life was little developed. She carefully taught us to love beauty, truth, and right. She opened each school day with something from the Bible, which she recited from memory until we knew by heart such selections as the Ten Commandments, the First and Twenty-Third Psalms, the Lord's Prayer, the Golden Rule, and the Beatitudes.

These have remained through the years as much a part of my mental equipment as the ABCs.

As I call the roll of my teachers in school and college, it is the ones who gave a spiritual emphasis to their lives and work who stand out in memory. Among them were J. W. Searson, who made the beauty of literature an instrument for teaching ethics and human relations; Herbert Brownell, who impressed us with the unity of science and religion in a world of physical and spiritual law and order; F. M. Gregg, who taught us that to grow in body, mind, or spirit, one must form systematic habits of exercise; Edna Bullock, who introduced me to Josiah Royce's *Philosophy of Loyalty*. The moral and intellectual climate of the community depends more on teachers than on any other single group.

The true teacher will seek to see to it that each of his students makes a beginning toward the development of a sound philosophy of life. The awakening of selfhood, the inculcation of ideals, the development of right ambitions and aspirations, which sometimes means the uprooting of wrong ones—these are the concern of the true teacher, who soon learns that his influence and strength grow with use and that his life is worth just the difference it makes in other lives.

We are so surrounded by the fruits of a long tradition that we tend to take our spiritual heritage for granted. But it cannot be taken for granted. It must be established afresh in the lives of each new generation. Bearing directly on this subject, there has just come from the gifted pen of Elton Trueblood a little book which every teacher would do well to read—*Your Other Vocation* (Harper and Brothers, 49 East 33rd Street, New York 16, New York. \$1.50). We might well ponder his closing sentence: "If we try to do a little thing, we shall accomplish essentially nothing. Our only hope lies in making big plans, in undertaking to produce a radical change, in aiming high." —Joy Elmer Morgan, editor, *NEA Journal*.

Board Transacts Much Business

The State Board of Education has many matters to pass upon at its meetings which are held monthly to transact the public school business of the State.

These matters include a variety of subjects, such as textbook adoptions, filling vacancies on county boards of education, approving loans from the State Literary Fund, approving grants from the State School Plant Construction, Improvement and Repair Fund, making teacher allotments, approving local school budgets, approving the various State budgets, approving or disapproving amendments to all school budgets, passing upon various transportation matters, boundary changes in districts or units, acting on certain land matters over which the Board has control, hearing delegations, and many other matters too numerous to mention.

All of this business requires a lot of time and thought. Many matters require much study by members of the Board together with the assistance of staff members of the State Department of Public Instruction and the Controller's Office, or a special survey committee before final action is taken by the Board. The Board is divided into several committees who meet and study many questions before they are brought to the Board in regular session in the form of recommendations for action.

Typical of actions taken by the Board in regular session are the following which are some of the items passed upon at the November meeting:

- Authorized new basal textbook adoptions for health, grades 4-9.
- Authorized that study be made of new supplementary texts for possible adoption.
- Authorized addition of basal science text for fifth grade to free textbook list beginning with 1954-55 school term.
- Named Westey F. Stellar to membership on Pender County Board of Education.
- Deferred action on request that Indians of Swain County be admitted to the public schools of the county pending study by Division of School Planning.
- Authorized transfer of funds from one item in budget of Textbook Division to another.

• Approved loan of \$30,000 from Literary Fund for Sampson County.

• Approved boundary changes in the Mecklenburg and Charlotte units.

• Approved a formula for the allotment of funds for clerical assistance to maintain transportation inventory and cost records.

• Deferred action on request for additional teacher for Mars Hill School, Bertie County.

• Approved allotment of additional high school teacher to Hoke County for the N. C. Sanatorium at McCain.

• Disapproved request from Wilkes County for permission to use a school bus to transport children from the old school at Ronda to the new school for physical education and basketball.

Members of the present State Board of Education are the following: Lieutenant Governor Luther H. Hodges, Chairman; State Superintendent Charles F. Carroll, Secretary; State Treasurer Edwin Gill; J. A. Pritchett of Bertie County; A. McL. Graham of Sampson County; A. S. Brower of Durham County; Paul S. Oliver of Robeson County; Sanford Martin of Forsyth County; O. L. Richardson of Union County; Claude Farrell of Surry County; Gerald Cowan of Buncombe County; B. B. Dougherty of Watauga County; and H. L. Trigg of Wake County.

Knights Templar Has Loan Fund

Knights Templar, branch of the Masonic fraternal organization, has funds available for loans to worthy students to aid them in completing their education.

Loans of \$400 for each of the last two years of a student's course of study, or \$600 for the last year when only one additional year is required for completing the course, are available from the Foundation provided for this purpose. The interest rate is 5% on unpaid balances.

Applications should be made through the Committee of the nearest Commandery of Knights of Templar, or to C. B. Shulenberger, Box 5386, Raleigh, N. C., who is Secretary-Treasurer of the State Committee.

Aid May Be Had in Better Schools Campaign

Materials for use in the Better Schools Campaign of 1953-54 are available from The Advertising Council, 25 W. 45th St., New York 36, N. Y.

The campaign, as before, is conducted by the Advertising Council in cooperation with the National Citizens Commission for the Public Schools and U. S. Office of Education. Its purpose is to arouse the American people to the needs of their local schools. A promotional kit of materials, including free mats, may be obtained from the Council.

Ford Foundation Announces Fellowships

For the third successive year the Ford Foundation is offering a number of foreign study and research grants in keeping with its policy of supporting selected activities which may contribute to international understanding. These fellowship awards will be given to younger American men and women of ability who wish either to begin or continue study or research concerning Asia, the Near and Middle East.

This program, sponsored by the Ford Foundation Board on Overseas Training and Research, is intended to stimulate increased knowledge of these critical areas and to help meet the urgent need for larger numbers of American men and women—in business, government, agriculture, labor relations, communications, education and other professions—with deeper understanding of the cultures, histories, institutions and current problems of peoples and governments of vital regions of the world.

The Board expects to make the 1954-55 awards to persons drawn from a wide variety of educational and professional backgrounds. Students who will graduate from college next year are invited to apply as well as persons who have completed their formal educational training and have already initiated their careers. While the Board cannot undertake to obtain leaves of absence for successful applicants, it will encourage employers to permit acceptance of these grants without termination of employment.

Information regarding the fellowship may be obtained from the Ford Foundation Board on Overseas Training and Research, 575 Madison Ave., New York 22, N. Y.

NEA Adopts Practical Personnel Policies

Essentials of practical personnel policies were adopted by the National Education Association July, 1953, at Miami Beach. They are:

Administrative Policies which bring out the best in people.

Personnel Practices which are mutually agreed upon by employer and employee.

Professional Obligations of employed to give their best services and to strive for self improvement.

Goodwill and Ethics liberally mixed in employer-employee relationships.

Orderly Dismissal Procedures which include:

- Written notice of reasons,
- a fair hearing on the charges if desired,
- opportunity to call witnesses and to prepare a defense,
- the right to appeal.

Warren Reports on Rehabilitation Work

A report on "Disabilities Served and Goals Reached in 1953" was made by Charles H. Warren, Director Division of Rehabilitation, State Department of Public Instruction, in the September-October number of *REACH*, bi-monthly publication of the Division.

Following are facts reported by Mr. Warren regarding persons rehabilitated:

1. Of the 2,450 persons rehabilitated in 1952-53, 1,403 were men and 1,047 women; 1,768 were white and 682 other; 642 were single, 1,379 married, and 429 other marital status.

2. 709 rehabilitants were disabled by accidents, 1,598 were disabled by disease, 140 from congenital factors and three were war disabled civilians.

3. The average age of disablement was 29 years; the average age at acceptance for vocational rehabilitation age was 37 years.

4. At acceptance, the average education was 6½ years.

5. The average period of time from acceptance to closure was 15 months.

6. Of the 2,450 disabled people who were rehabilitated into successful employment, 1,287 had a total of 4,043 persons who were dependent upon them for a livelihood.

7. These 2,450 people were rehabilitated at an average case service cost of \$257. The average weekly wage at acceptance was \$6.41; the average weekly wage at closure was \$36.23.

A Board Chairman Speaks Out

"The people of North Carolina must insist that they are fully competent to choose from their own ranks in free and finally determinate elections the men and women who will serve on the local school committees, on the county boards and on the State Board of Education."

This was the crux of the message delivered by Dallas Herring, Chairman of the Duplin County Board of Education, to delegates attending the Annual Conference of the State School Board Association on September 11 at Chapel Hill. Mr. Herring developed the argument that the North Carolina system of appointing, rather than electing, members to the county school boards and local committees as well as to the State board, represents an Old World philosophy in which the people were not thought competent to elect and govern.

One of the basic reasons, Mr. Herring believes, for the unwarranted apathy and indifference on the part of parents and school patrons springs from "the frustration of the individual citizen in the remoteness of his influence upon the selection of the school board members who are supposed to be his representatives. He cannot vote for those who are closest to him (the local committee) and he cannot vote for those who are farthest from him (the State board) and when he does vote for his county board members he has no assurance whatever that his decision, even though he may be in the majority, will have any permanent effect."

Mr. Herring took care to point out that his criticism was of institutions rather than of individuals. Despite the seeming contradiction between theory and practice, he explained, we have maintained a rather high standard of interest and ability in the composition of our school boards. "But this," he said, "is rather to be exclaimed about than to be expected under our present system."

Strongly recommending that school boards continue to be composed of men and women from all walks of life, situated on middle ground between the people and their schools, he stressed the importance of board members being in a position to truly represent the will of the community.

"Nothing is to be gained in complacency," Mr. Herring told his audience, "or in offering mere lip service to the ideals by which others greater

than we have lived. When the people of North Carolina decide that they have come of age and that they are willing to trust themselves to such an extent, we shall have made a beginning toward a realization of the limitless possibilities that lie within us . . ."

State Issues New Elementary Science

A new *Science for the Elementary School*, a course of study for teachers, came from the press this month, it is announced by L. H. Jobe, Director Division of Publications, State Department of Public Instruction.

The new publication replaces a publication by the same title issued in 1941. This new bulletin, however, is not a revision of the old; it is "brand" new, written from an entirely new and fresh point of view. Method and content are skillfully and interestingly interwoven by simple language, examples and illustrations.

The bulletin was prepared under the direction of Julia Wetherington of the Division of Elementary and Secondary Schools. She was assisted by a number of teachers and supervisors actually engaged in the teaching of science in the elementary schools.

Superintendents have been notified that this publication is available at 50 cents a copy from the Division of Publications, State Department of Public Instruction, Raleigh, N. C.

Spencer to Serve On Committees

Charles E. Spencer, Director of the Division of School Health and Physical Education, has been appointed recently to serve on three Southern committees: namely, the Nominating Committee of the Southern District of the American Association for Health, Physical Education and Recreation; the Southern District representative on the Anderson Award Committee; and the Gulich Award Committee of this Association.

The Gulich Award, a gold medal, is awarded each year for distinguished service in the profession. The Anderson Award, honoring the founder of AAHPER, is awarded each year to that person who best exemplifies Dr. Anderson's philosophy of service to this profession and to mankind. It is a Certificate of Merit.

President Eisenhower Praises School Exchange Program

"It is not enough that we merely know where another nation lies. It is not enough that we know something of their institutions, their history, their traditions. We must gain some understanding of those people as such."

Thus spoke President Eisenhower before the American Council on Education at its annual meeting on October 8.

"If we, therefore, are going to progress along the lines of these understandings, we can talk about all the diplomacy that it is possible to bring to bear upon it, we can talk about all the security we may achieve by arms, and by any other arrangements. But we are never going to make real progress unless the educational people, and groups, and institutions of all countries see this problem and get into it to help.

"I personally believe that in your programs of interchange of students and professors and others in schools, is one of the great ways—one of the principal ways—that this can come about. Indeed, I believe so much in this, that I would like to see some exchange programs worked out between associations of manufacturers, and labor unions and everything else; not stopping when a man is 21 or 26 or 27 and we say his formal education is over, or at least he is going to end his educational processes. I believe in every phase of leadership. In all our countries, we have to seek and support these exchanges, because I believe through them we will have one method, one road to follow, in leading to that happy time when we can live in peace as well as security."

Smith Will Head Discussion Group

Superintendent B. L. Smith, Greensboro Public Schools, has been selected to head a discussion group at the Atlantic City Convention of the American Association of School Administrators, February 17, 1954. The topic to be discussed is: "Superintendents Look Anew at School Library Service."

The selection of Superintendent Smith was made upon the basis of his intense interest in the subject and the accomplishment of the Greensboro Schools in providing library services. An article by Smith, published in the American Library Association Bulletin, February, 1953, is said by the editor to have called forth the widest distribution ever made of an issue of the publication.

Harnett Tells Why Pupils Leave School

Why do pupils leave school?

That is a question which has remained unanswered by recorded facts for the State as a whole. Harnett County has the answer for the 438 pupils who left school (dropped-out) during the school year 1952-53.

Of the 13,013 pupils, both white and Negro, enrolled in the elementary and high schools during 1952-53, the record shows that 438 dropped-out before the end of the year—184 from the elementary school (1.8 per cent) and 254 from the high school (9.3 per cent). Since the drop-outs from the elementary grades was relatively small they will not be considered in the reasons as to why they dropped out, except to point out that 72 of the 184 left in order "to work."

The question then becomes: Why did 254 high school boys and girls—191 white and 63 Negro—drop out this particular year? The percentage for races was identical—9.3 per cent—and so the answer is applied to the total, which is as follows:

- 89 (3.3 per cent) to work.
- 17 (.6 per cent) poor health.
- 54 (2.0 per cent) married.
- 15 (.6 per cent) failure in subject.
- 17 (.6 per cent) needed at home.
- 23 (.8 per cent) school not meeting needs.
- 39 (1.4 per cent) other reasons.
- 254 (9.3 per cent) total drop-outs.

Assuming that the situation in Harnett County is typical for the State (the total percentage is approximately the same as the State at large), then the 17,524 boys and girls who dropped out of high school in 1951-52 would be divided approximately as follows as to why they dropped out:

- 6,224—to work.
- 1,130—poor health.
- 3,770—married.
- 1,129—failure in subjects.
- 1,130—needed at home.
- 1,505—school not meeting needs.
- 2,636—other reasons.

17,524—total high school drop-outs.

Governor Appoints Commission to Revise School Laws

The members of the Commission on the Revision of the Public School Laws were named last month by Governor William B. Umstead.

Fred Folger, a former State senator of Mount Airy, was named chairman. Other members are R. L. Harris of Roxboro, former lieutenant-governor and legislator; H. J. Truett of Bryson City, clerk of the Swain County Superior Court; Charles McCrary of Asheboro, industrialist and for several years president of the N. C. School Board Association; Stacy Weaver, superintendent of the Durham city schools; Fred C. Hobson of Yadkinville, Yadkin County superintendent; and C. Reid Ross, superintendent of the Fayetteville city schools.

Under the resolution passed by the General Assembly of 1953, it is the duty of the Commission "to make a detailed and exhaustive study of all the public school laws of this State and to make recommendations to the 1955 Session of the General Assembly as to any revisions of said laws which would eliminate any repugnances which might appear therein and which would amend, clarify and revise existing laws on this subject.

Former Superintendent Dies

A. C. Reynolds, formerly superintendent of the Buncombe County Schools, died at his home in Asheville on October 4 after a lingering illness. Mr. Reynolds would have been 83 years old on October 19.

In addition to his tenure as Buncombe's school superintendent, Mr. Reynolds was also at one time superintendent of the Haywood County Schools; and he had occupied other positions in the field of education in the State from the beginning of his career in 1889 until he retired in 1942. He was president of Rutherford College, now extant, from 1900 to 1905, president of Cullowhee State Normal (now Western Carolina College) from 1912 to 1920, and founded and served as president and instructor for three years of Biltmore College (now Asheville-Biltmore College). He also served as principal of a number of public and private high schools in the State.

A new dormitory at Western Carolina College, dedicated October 17, was named the Reynolds dormitory in his honor. The proposed new Oakley-Fairview consolidated high school in Buncombe County will be named for him also.

Guidance Supervisors Hold Regional Meet

State Supervisors of Guidance Services of the Southern Region held their annual conference November 13 and 14 at Clemson College, Clemson, South Carolina. North Carolina's State Supervisor, Ella Stephens Barrett, was chairman of the Conference.

The Southern Region comprises the following states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia, and Puerto Rico territory.

Miss Dennis Named Tar Heel of Week

Catherine T. Dennis, State Supervisor of Home Economics Education, was named Tar Heel of the Week by the Raleigh News and Observer in its November 15 edition. The Tar Heel of the Week column is a regular feature of this daily newspaper. A picture and write-up of the person selected appears in its Sunday edition.

A great many facts concerning Miss Dennis are brought to light—birthplace, birthday, childhood history, parents, hobbies, education, and experience—all very interesting. A few paragraphs from the write-up attest to the success she has achieved in her field of work:

"We work in a cooperative way in improving teaching," Miss Dennis says. She stresses the word "cooperative."

Miss Dennis, the teachers, the colleges and the supervisors worked together to get out a guide for teachers. It is constantly being changed now to meet changing needs.

Her office also supervises the Future Homemakers of America, which has 20,000 white members, and the New Homemakers of America, with 3,600 Negro members.

In 1946, the vocational home economics teachers presented her with life membership in the American Vocational Association, and in 1950 the North Carolina Home Economics Association presented her with life membership in the American Home Economics Association.

Miss Dennis hasn't lost her love of classroom teaching. Despite her traveling and other duties, she still does a lot of classroom work. She doesn't plan to give it up either.

She puts it this way: "When I quit the classroom, I'll quit here."

AASA Issues Report on School District Liability

Pupils and school employees frequently suffer hardship, due to the common-law principle that school districts and school boards cannot be held legally liable for injuries resulting from accidents in and about the school or negligent acts of school officers. So says the American Association of School Administrators (AASA), a department of the National Education Association, in a booklet published recently called "School District Liability."

Pointing out that even in the most carefully-run school, a child may be hurt in the woodworking shop or several persons injured in a school bus, AASA reports growing dissatisfaction among school administrators and the courts with the almost universal rule that these victims cannot collect damages from school board or district.

Basis of the rule, AASA makes clear, is the doctrine that school boards, in performing government functions for the state, are no more liable than the state itself for accidents in their districts.

AASA points out that several states, including Washington, New York, and California, have enacted special legislation, not only to take away this "immunity privilege" from local school districts, but also to permit these districts to ensure themselves against loss resulting from damage suits.

Pros and cons on the advantages of changing the common law rule by special legislation are cited. For example, AASA says, those opposed to letting down the bars on immunity from liability predict a flood of lawsuits that might stymie effective school administration. Others believe that school boards, are now constituted, might be far harder to staff, if prospective members thought they would be "at the mercy of the courts" insofar as liability for school district accidents was concerned.

Noting that the safeguarding from harm of pupils, personnel and school visitors is a moral, if not a strictly letter-of-the-law responsibility of the school district, AASA advises school administrators and their staffs to exercise close continuing supervision over school plant and practices. Further, the Association urges school boards and superintendents to study closely the laws of their states relating to school

Carroll Endorses World Peace Program

The High School World Peace Study and Speaking Program, annually sponsored by the Extension Division of the University of North Carolina, has been endorsed by State Superintendent Charles F. Carroll.

The central theme for this year's program is "Building World Peace: How Can the United Nations Prevent Communist Aggression and Preparation for Aggression." The purpose of the Program is to stimulate interest and furnish information on the problems of World Peace.

In a letter to high school principals and teachers, Superintendent Carroll said: "In the interest of building world peace I commend for consideration by your students the subject selected for discussion in the High School World Peace Study and Speaking Program for the 1953-54 school year. . . As you and your students unravel the many fruitful possibilities inherent in this topic, I feel confident you will strengthen your knowledge and understanding of world problems. . . In my opinion, world peace shall be wrought with intelligence. It is with that conviction that I endorse this Program."

Jefferson Standard Announces WBT-WBTV Scholarships

Announcement has been made by the Trustees of the Jefferson Standard Foundation of WBT-WBTV Scholarships to graduates of North and South Carolina high school graduates. Annual value of the scholarships is \$1,250.00 for a four-year period.

The Scholarships were established to encourage and assist worthy students to obtain college training for a career in radio or television broadcasting. The training contemplated is to be either at the University at Chapel Hill, or at North Carolina State College, Raleigh. Only one award will be made in 1954. Application blanks may be obtained from William C. Friday, assistant to the President of the University, Chapel Hill, N. C.

district liability, and to seek local legal counsel when necessary.

45,500 BOYS AND GIRLS LEFT SCHOOL DURING 1951-52—WHY?

A total of 45,500 boys and girls—32,371 white and 13,129 Negro—dropped out of school during the school year 1951-52. This number represented 5 per cent of the total number enrolled. In other words, out of each 100 pupils enrolled, 95 stayed until the end of the school year, whereas five dropped out.

Table I

A record of the number of drop-outs by white and Negro pupils for each year from 1930-31 to 1951-52 is presented in table I. As this table shows the record during the latter part of this 22-year period is better than that of the first years of the period. For some unknown reason there were a greater number and percentage of drop-outs during 1950-51 than there were for any year during the last four years.

Table II

Table II shows the number and percentage of drop-outs by grades for white and Negro schools from 1946-47 to 1951-52. The year 1946-47 was taken as a beginning point in this table for the reason that this was the year that the twelve year program became effective through the twelfth grade.

White schools. A view of the percentage figure will reveal that a larger proportion of boys and girls dropped out of high school than of the elementary school. The percentage is more than double.

Percentage of drop-outs during 1951-52 ranged from 3 per cent in grade five to 10.2 per cent in the tenth grade. In terms of ages this appears to be about the sixteenth birthday, or the end of the compulsory attendance age bracket. Average percentage of drop-outs in the elementary school was 3.9 per cent, whereas in the high school it was 8.9 per cent.

During the six-year period the percentage of drop-outs has decreased 1 per cent in the case of both elementary and high schools. There was a better record in the case of high schools, however, during both 1948-49 and 1949-50, when the average percentage of drop-outs was 8.3 per cent.

Negro schools. The pattern of percentage of drop-outs for Negro schools is similar to that for the white schools

—a greater proportion having dropped out after they reached high school. The range in percentage of drop-outs among the grades for the year 1951-52 was from 2.5 per cent in the fourth grade to 10.1 in the ninth and tenth grades. Average percentage of drop-outs in the elementary grades was 3.7, whereas in the high schools the average was 9.6 per cent.

Over the six-year period, the trend is down for the elementary grades as a whole. For the high school grades the percentage of drop-outs was lower at 9.2 per cent in 1949-50, then higher at 10.6 per cent in 1950-51, and 1 per cent lower at 9.6 in 1951-52.

I. ENROLLMENT, MEMBERSHIP AND DROP-OUTS, BY YEARS

Year	WHITE			NEGRO		
	Enrollment Code a + e	Membership Last day	Drop-outs	Enrollment Code a + e	Membership Last day	Drop-outs
1930-31	587,157	537,012	50,145	255,549	237,325	18,224
1931-32	599,900	550,826	49,074	265,781	249,504	16,277
1932-33	615,667	560,617	55,050	276,419	259,179	17,240
1933-34	614,784	557,667	57,117	280,741	261,486	19,255
1934-35	616,314	563,423	52,891	276,334	257,932	18,402
1935-36	618,571	564,509	54,062	270,204	251,323	18,881
1936-37	613,766	564,720	49,046	268,240	249,961	18,279
1937-38	613,587	572,811	40,776	251,226	249,961	18,279
1938-39	620,415	580,127	39,924	268,287	251,226	17,061
1939-40	619,767	580,127	39,640	272,138	254,826	17,302
1940-41	616,796	576,970	39,826	270,962	255,113	15,849
1941-42	609,892	568,567	41,325	271,352	255,871	15,481
1942-43	595,417	549,853	45,564	268,021	251,748	16,273
1943-44	576,003	532,929	43,074	262,630	246,830	15,800
1944-45	562,621	523,859	38,762	257,138	242,217	15,395
1945-46	570,853	534,698	36,155	250,205	235,648	14,557
1946-47	588,553	553,571	34,982	257,138	237,620	14,646
1947-48	595,812	562,266	33,546	252,266	240,316	16,822
1948-49	602,619	573,156	29,463	280,040	244,029	16,011
1949-50	625,167	594,162	31,005	261,535	248,106	13,429
1950-51	636,505	601,737	34,768	268,578	255,292	13,286
1951-52	641,081	608,710	32,371	273,272	258,557	14,715
			32,371	273,188	260,059	13,129

Y e a r	ELEMENTARY SCHOOLS										HIGH SCHOOLS					All Schools Total	
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Special	Total	Grade 9	Grade 10	Grade 11	Grade 12	Special		Total
1946-47	68,822	62,608	61,992	61,260	58,960	55,919	50,944	44,482	449	465,436	40,821	32,885	25,683	23,531	197	123,117	588,553
Enrollment	64,900	60,320	59,808	59,089	56,442	53,124	47,682	40,922	378	442,665	36,516	29,425	22,973	21,868	124	110,906	553,571
Membership	3,922	2,288	2,184	2,171	2,518	2,795	3,262	3,560	71	22,771	4,305	3,460	2,710	1,663	73	12,211	34,982
Drop-outs																	
1947-48	69,475	63,076	61,154	60,786	59,317	56,056	52,934	46,468	423	469,689	41,432	34,546	27,487	22,542	116	126,123	595,812
Enrollment	65,912	60,989	59,307	58,756	57,115	53,401	49,713	42,797	399	448,389	36,786	30,890	24,875	21,236	90	113,377	562,266
Membership	3,563	2,087	1,847	2,030	2,202	2,655	3,221	3,671	24	21,300	4,646	3,656	2,612	1,306	26	12,246	33,546
Drop-outs																	
1948-49	70,396	63,946	61,701	59,745	58,945	56,347	53,188	48,146	519	472,933	42,919	34,224	28,443	23,933	167	129,686	602,619
Enrollment	67,287	62,059	60,004	58,136	57,030	54,112	50,408	44,736	409	454,181	38,747	30,989	26,181	22,939	119	118,975	573,158
Membership	3,109	1,887	1,697	1,609	1,915	2,235	2,780	3,410	110	18,752	4,172	3,235	2,262	994	48	10,711	29,468
Drop-outs																	
1949-50	76,539	66,657	63,076	60,976	58,743	57,098	54,406	49,766	398	487,666	45,520	36,742	29,394	25,680	165	137,501	625,167
Enrollment	73,088	64,590	61,219	59,352	56,958	54,930	51,541	46,216	318	468,332	41,073	33,210	27,119	24,582	115	126,100	594,462
Membership	3,451	2,067	1,764	1,624	1,785	2,118	2,865	3,550	80	19,304	4,447	3,532	2,275	1,097	50	11,401	30,705
Drop-outs																	
1950-51	70,317	72,541	65,460	62,452	60,028	57,163	55,227	50,671	388	494,258	46,587	38,307	31,055	26,196	102	142,247	626,505
Enrollment	66,935	70,177	63,518	60,597	58,108	54,839	52,373	46,939	356	473,582	41,524	33,976	27,768	24,188	79	127,845	601,737
Membership	3,382	2,364	1,942	1,856	1,930	2,274	2,854	3,732	32	20,366	5,063	4,331	3,287	1,708	23	14,402	34,768
Drop-outs																	
1951-52	67,769	67,391	70,956	64,911	61,457	58,179	54,847	51,477	290	496,677	46,938	39,018	31,924	26,489	35	144,404	641,081
Enrollment	64,589	65,019	68,775	62,314	59,630	56,239	52,384	48,061	279	477,090	42,482	35,054	29,105	25,429	30	131,320	608,710
Membership	3,180	2,372	2,181	1,997	1,827	1,940	2,663	3,416	11	19,587	4,756	3,964	2,819	1,240	5	12,784	32,371
Drop-outs																	
Percentages																	
1946-47	5.7	3.7	3.5	3.5	4.3	5.0	6.4	8.0	15.8	4.9	10.5	10.5	10.6	7.1	37.1	9.9	5.9
1947-48	5.1	3.3	3.0	3.2	3.7	4.7	6.1	7.9	5.7	4.5	11.2	10.6	9.5	5.8	22.4	9.7	5.6
1948-49	4.4	3.0	2.8	2.7	3.2	4.0	5.2	7.1	21.2	4.0	9.7	9.5	8.0	4.2	28.7	8.3	4.9
1949-50	4.5	3.1	2.8	2.7	3.0	3.7	5.3	7.1	20.1	4.0	9.8	9.6	7.7	4.3	30.3	8.3	4.9
1950-51	4.8	3.3	3.0	3.0	3.2	4.0	5.2	7.4	8.2	4.1	10.8	11.3	10.6	6.5	22.5	10.1	5.5
1951-52	4.7	3.5	3.1	3.1	3.0	3.3	4.9	6.6	3.8	3.9	10.1	10.2	8.8	4.7	14.3	8.9	5.0

NEGRO

1946-47	46,425	30,874	29,411	28,297	26,220	23,470	19,831	16,443	288	221,259	13,593	9,700	7,203	5,331	2	35,879	257,138
Enrollment	43,369	29,597	28,149	26,979	24,782	22,082	18,334	14,897	258	208,427	11,969	8,615	6,372	4,931	2	31,889	240,316
Membership	3,056	1,277	1,262	1,318	1,438	1,408	1,497	1,546	30	12,832	1,624	1,085	831	450	0	3,990	16,822
Drop-outs																	
1947-48	44,559	30,826	29,772	28,161	25,903	23,741	20,997	17,554	218	221,731	13,975	10,602	7,917	5,814	1	38,309	260,040
Enrollment	42,199	29,658	28,690	26,957	24,547	22,438	19,439	15,887	187	210,022	12,304	9,314	7,068	5,330	1	34,007	244,029
Membership	2,360	1,168	1,082	1,204	1,356	1,303	1,538	1,667	31	11,709	1,671	1,288	859	484	0	4,302	16,011
Drop-outs																	
1948-49	42,745	30,963	29,432	28,399	25,850	23,722	21,113	18,480	306	221,070	14,941	10,867	8,260	6,396	1	40,465	261,535
Enrollment	41,010	29,907	28,655	27,384	24,855	22,622	19,906	17,006	266	211,611	13,871	9,750	7,402	5,971	1	36,495	248,106
Membership	1,735	1,056	837	1,015	995	1,100	1,207	1,474	40	9,459	1,570	1,117	858	425	0	3,970	13,429
Drop-outs																	
1949-50	42,129	31,594	29,943	28,824	26,596	23,896	21,710	19,216	230	224,138	16,313	12,221	8,997	6,834	75	44,440	268,578
Enrollment	40,340	30,596	29,121	27,895	25,524	22,898	20,559	17,787	217	214,937	14,650	11,061	8,128	6,451	55	40,355	255,292
Membership	1,789	998	822	929	1,072	998	1,151	1,429	13	9,201	1,663	1,160	869	373	20	4,085	13,286
Drop-outs																	
1950-51	39,666	32,597	30,477	29,234	26,896	24,636	21,891	19,823	377	225,597	17,026	13,238	10,018	7,873	20	47,675	273,272
Enrollment	37,929	31,386	29,437	28,167	25,890	23,570	20,826	18,408	313	215,926	15,228	11,739	8,929	6,722	13	42,631	258,557
Membership	1,737	1,211	1,040	1,067	1,006	1,066	1,065	1,415	64	9,671	1,798	1,499	1,089	651	7	5,044	14,715
Drop-outs																	
1951-52	37,085	31,371	30,855	28,950	27,372	25,105	22,731	19,847	398	223,714	17,254	13,668	10,568	7,960	24	49,474	273,188
Enrollment	35,564	30,448	29,997	28,214	26,452	24,178	21,508	18,485	379	215,325	15,516	12,294	9,539	7,367	18	44,734	260,059
Membership	1,521	923	858	736	920	927	1,123	1,362	19	8,389	1,738	1,374	1,029	593	6	4,740	13,129
Drop-outs																	
Percentages																	
1946-47	6.6	4.1	4.3	4.7	5.5	6.0	7.5	9.4	10.4	5.8	11.9	11.2	11.5	8.4	0	11.1	6.5
1947-48	5.3	3.8	3.6	4.3	5.2	5.5	7.3	9.5	14.5	5.3	12.0	12.1	10.9	8.3	0	11.2	6.2
1948-49	4.1	3.4	2.8	3.6	3.8	4.6	5.7	8.0	13.1	4.3	10.5	10.3	10.4	6.6	0	9.8	5.1
1949-50	4.2	3.2	2.9	3.2	4.0	4.2	4.9	7.4	5.7	4.1	10.2	9.5	9.7	5.5	26.7	9.2	4.9
1950-51	4.4	3.7	3.4	3.6	3.7	4.3	4.9	7.1	17.0	4.3	10.6	11.3	10.9	8.3	35.0	10.6	5.4
1951-52	4.1	2.9	2.8	2.5	3.4	3.7	4.9	6.9	4.8	3.7	10.1	10.1	9.7	7.4	25.0	9.6	4.8

SCA Conducts 13th Talent Search

Science Clubs of America conducts this year its Thirteenth Annual Science Talent Search among the seniors of secondary schools.

The Search is for the best reports on the subject, "My Scientific Project." The applicant must also take an ability examination during December.

Top awards include 40 all-expenses-paid trips to Washington for the Science Talent Institute and \$11,000 in Westinghouse Science Scholarships. Scholarship opportunities will come also to 260 named annually as Honorable Mentions.

Details of the Search are set forth in a booklet, which may be obtained from Science Clubs of America, 1719 N. Street, N. W., Washington 6, D. C.

Schools Cooperate With Boy Scouts

"Public schools and their personnel are community-minded and active in the local administration of the Boy Scout program."

This is the first conclusion arrived at from a recent study of School-Scouting cooperation in 107 cities having a population of 100,000 and over by the Boy Scouts of America.

Other conclusions indicated as a result of the study are the following:

Many Local Boy Scout Councils have most extensive cooperation with public schools including school personnel on Scout boards and committees, extensive list of Scout Units meeting in schools, and wide PTA cooperation.

Many other Boy Scout Councils, however, have much room for expansion in this field, and there is hope that they will find suggestions and ideas in this report.

A detailed review of the replies indicates that cities having a number of school people identified with the Boy Scout administration have the best and the most extensive school and Scouting cooperation. Little or no school personnel in Scouting on an administrative level seems to result in limited cooperative projects.

Further detailed information on this study, or advisory help upon request of any public school or Scouting personnel in the interest of improving and extending local community school-Scout relations may be secured from the National Committee on School Service, Boy Scouts of America, 2 Park Avenue, New York 16., N. Y.

Hillman Announces Personnel of Committees

Personnel of eight study committees of the State Advisory Council on Teacher Education were announced recently by Dr. James E. Hillman, Director, Division of Professional Service, chairman of the Council.

Members of the Council have been assigned to committees of their choice, Dr. Hillman stated, the chairman of each committee being designated by the Council chairman as authorized at a meeting held October 19.

Personnel and areas of study are as follows:

1. *Selective Recruitment and Admissions:*
Guy B. Phillips, University of North Carolina, Chapel Hill, Chairman
C. D. Killian, Western Carolina College, Cullowhee
Willa B. Player, Bennett College, Greensboro
James A. Boyer, St. Augustine College, Raleigh
H. M. Roland, Supt., New Hanover Schools, Wilmington
Mrs. T. R. Easterling, President, National Congress of Parents and Teachers, Rocky Mount
2. *Education of the Elementary Teacher:*
Leo W. Jenkins, East Carolina College, Greenville, Chairman
A. H. Peeler, J. C. Price School, Greensboro
Clyde Stokes, Ayden Elementary School, Ayden
M. G. Isley, Principal, Whiteville Elementary School, Whiteville
Margaret Flintom, Supervisor, Charlotte City Schools, Charlotte
W. L. Bridges, Principal, Pinetops Elementary School, Wilson
Rosalie Andrews, John Moore School, Winston-Salem
Blanche Norman, Burton Grove School, Leaksville
Elmer H. Garinger, Supt., Charlotte City Schools, Charlotte
3. *Education of the Secondary Teacher:*
L. A. Peacock, Meredith College, Raleigh
Phebe Emmons, Washington High School, Washington
4. *Standards for an Approved Teacher Education Institution:*
W. H. Cartwright, Duke University, Durham, Chairman
Elizabeth Welch, Salem College, Winston-Salem
Clifford Oxendine, Pembroke State College, Pembroke
Nora F. Dowdy, P. S. Jones High School, Washington
Edward K. Graham, Woman's College, N. C., Greensboro
5. *Student Teaching:*
G. R. Patterson, Lenoir Rhyne College, Hickory, Chairman
*Herbert Wey, Miami University, Miami, Florida
T. E. McKinney, Johnson C. Smith University, Charlotte
George L. Johnson, Winston-Salem Teachers College, Winston-Salem
Helen A. Hucles, State Teachers College, Fayetteville
6. *Special Certificates for Supervisors:*
Marie Haigwood, Supervisor, Shelby City Schools, Shelby
Annie Mae Kenion, Supervisor, Negro Elementary Schools, Warsaw
7. *Renewal Requirements for Certificates:*
Ethel Williams Twiford, William Street School, Goldsboro, Chairman
W. L. Greene, North Carolina Teachers' Association, Raleigh
W. H. Watson, Principal, Ligon High School, Raleigh
Ethel Perkins Edwards, North Carolina Education Association, Raleigh
8. *Certification of Elementary School Librarians:*
Thomas Banks, Garner

* On leave from Appalachian State Teachers College, 1953-54.

Harnett Issues Handbook

A "Handbook for Harnett County School Personnel" has been issued. The booklet is a duplicated job and bound with a plastic binding hinge for easy use.

In the Foreword, County Superintendent G. T. Proffit states that "This pamphlet is the first attempt to provide information about our schools in concise form." As he further states "There is a great deal of information about Harnett County and its schools that should be readily available to all our personnel."

Ivy Heads Consultants Firm

Dr. H. M. Ivy, formerly superintendent of schools of Meridian, Mississippi, is now director of the Associated Consultants in Education, with offices in Meridian.

The Associated Consultants, with a personnel of experienced educators, will cooperate with state departments of education, university field service divisions, architects, city planners and others engaged in educational planning. Among the services offered is the study of a school system as to organization, personnel, financial needs, accounting, curriculum, scope and effectiveness of activities.

Facts Disprove "Easy Answers" To Juvenile Delinquency Causes

Statistics disprove the popularly-held "easy answers" for the causes of juvenile delinquency. Bertram M. Beck, director of a special juvenile delinquency, project in the US Office of Education, told delegates to the 39th annual conference of the National League to Promote School Attendance in Washington last month.

Describing as "absurd" the widespread notion that children become delinquents because of irresponsible parents, poor housing, modern education or coddling by juvenile court officials, Beck said, "All of these bright ideas go out the window when confronted with statistical facts."

Beck pointed out that the rate of youth offenses climbed from 1940 and 1942 and continued at a high rate until 1946. Then the rate dipped sharply until 1948, when it started to climb again to present high levels.

Does it make sense, he asked, that parents' irresponsibility increased, decreased and then increased for specific periods during those years? "Absurd," he answered.

Beck also debunked the "Chicago Plan," which gives boys a taste of jail.

"The most telling reply to this," he said, "is the simple fact that if putting children in unpleasant jails could solve delinquency, our country would be free of this problem, for children in jail has been one of the most recurrent problems which we have faced."

As for those who advocate a return to "old-fashioned punishment," Beck asked, "When have we left it?"

Delinquents are of different types and require different treatments, Beck stated.

There is the social delinquent who operates with a gang and most needs the guidance of an adult he can trust. There is the social delinquent, inspired to lone-wolf aggressive acts, who is best helped by an authoritative agency after court referral, he explained.

The neurotic youth, driven by inner conflicts and urges, requires the aid of a child guidance clinic. The organic

School Board Association Elects New Officers

B. J. Ramsaur, of Lincolnton, was elected President of the North Carolina School Board Association at the annual meeting of that body in Chapel Hill last September. Mr. Ramsaur is Chairman of the Lincolnton Board of Education, and served the State Board of Education last year in the office of vice-president.

Other officers elected at the meeting were Charles E. Jordan of Duke University, Vice-President; and Guy B. Phillips of the University of North Carolina as Executive Secretary-Treasurer.

Board members this year are Fred B. Bunch, Jr., of Statesville; H. H. Davis, Monroe; Rush Hamrick, Shelby; Dallas Herring, Rose Hill; and L. C. Kerr, Clinton. The following officers of the several school board districts in the State were announced, as follows:

- District I: Joe Taft, of Greenville, President
J. C. Sawyer, Elizabeth City, Vice-President
J. H. Rose, Greenville, Secretary
- District II: Lynwood Turner, Pink Hill, President
R. H. Holden, Shallotte, Vice-President
George Hughes, Trenton, Secretary
- District III: J. L. Farmer, Wilson, President
E. Spurgeon Boyce, Durham, Vice-President
E. S. Simpson, Smithfield, Secretary
- District IV: Robert Gatlin, Raeford, President
H. P. Allen, Lumberton, Vice-President
H. Lee Thomas, Carthage, Secretary
- District VI: W. L. Bennett, Wadesboro, President
James Glenn, Charlotte, Vice-President
John B. Morris, Jr., Albemarle, Secretary
- District VII: Carroll Barringer, Conover, President
E. C. McCall, Lenoir, Vice-President
J. M. Sample, Statesville, Secretary
- District VIII: Willis Kirkpatrick, Canton, President
Noah Hembree, Murphy, Vice-President
Harry Wilson, Spruce Pine, Secretary

Officers for the Fifth District have not been announced.

delinquent is one with a brain injury or physical disability, he continued. The occasional delinquent, who skips school classes once or twice, is no problem.

The only road toward curbing juvenile delinquency is the hard road of a "truly anti-delinquent community," Beck said.

Preventively, efforts should be made to strengthen the home, school, church, recreational agencies and service groups which make up a desirable community.

Schools in particular should provide a better education by providing modern classrooms, smaller classes, and additional counseling, health and guidance services, he said.

He also warned against leaving problems entirely in the hands of specialists:

"We must avoid putting abroad the impression that citizens in a democracy can place problems in the hands of experts and forget about them. No individual, no matter how highly trained, can help today's child to good citizenship unless he operates in a community that is truly anti-delinquent."

Jr. Town Meeting League Publishes Booklet

A booklet—"Youth Discussion on Television"—for the use of teachers and other leaders interested in youth discussion has just been published by the Junior Town Meeting League.

The booklet, which is being distributed without charge is the first publication of its kind. Written by authorities in both youth discussion and television, the booklet covers the entire range of responsibilities involved in the production of youth discussion telecasts. It is full of practical, specific suggestions.

Chapter headings include: Community Potentialities, Organizing a Youth Discussion Series, Choosing Topics and Preparing Participants, Production Techniques, Building an Audience, and The Process in Operation.

A single copy of "Youth Discussion on Television" may be obtained free of charge from League headquarters, 356 Washington Street, Middletown, Conn.

Are You Familiar With the Geology and Mineral Resources of North Carolina?

1. Where does the highest and lowest rainfall in North Carolina occur?
2. Are there important deposits of tungsten ores in North Carolina?
3. In what counties of North Carolina are the main deposits of kaolin found?
4. What per cent of feldspar mined in the United States is mined in North Carolina?
5. What are the two main mica producing areas in North Carolina?
6. Why is there renewed interest in monazite deposits in North Carolina?
7. The largest reserves of spodumene known on the North American continent are near what town in North Carolina?

Answers to these and other similar questions will be found in *Geology and Mineral Resources of North Carolina* by Stuckey and Steel issued recently by the State Department of Conservation and Development. Answers to those above are:

1. The highest of 60 to 100 inches occurs in the high mountains near Highlands in Macon County and the lowest of approximately 36 inches occurs along the French Broad River Valley from Asheville to Marshall.

2. Tungsten minerals have been known to occur in Cabarrus and Vance Counties for more than 50 years. In Cabarrus County to the north and south of Mount Pleasant are several old gold mines where interesting amounts of scheelite may be found. Mining in the area has not been successful. Near Townsville, Vance County, in deposits containing the minerals scheelite and hubnerite, the largest tungsten mining operations in the United States have been developed.

3. Kaolin of the residual, or primary, type is produced in greater amounts in North Carolina than in any other state in the United States. All the kaolin found in North Carolina is the direct result of the weathering of feldspar in pegmatite masses or in coarse granites. In the southern half of the Mountain region it has been mined in Haywood, Jackson, Macon, and Swain Counties and is known to occur in Buncombe, Henderson and Madison Counties. In the northern half of the mountains, it is being produced in important amounts in Mitchell, Avery,

and Yancey Counties and is known to occur in small amounts in Ashe and Watauga Counties.

4. North Carolina became the leading producer of feldspar in 1917 and has produced 40 to 50 per cent of the feldspar mineral mined in this country since that time. Valuable feldspar deposits are known in more than twenty counties. The Spruce Pine district, composed of Avery, Mitchell and Yancey Counties, is the chief producer. The Franklin-Sylva district, composed of Macon, Jackson, Haywood, Swain, Transylvania, and Buncombe Counties, ranks next.

5. North Carolina has been the leading producer of mica for more than 50 years, during which time it has produced approximately 60 per cent of all the mica mined in the United States. North Carolina produces muscovite or white mica.

There are two main mica producing areas in North Carolina: (1) the Spruce Pine district consisting of Avery, Mitchell, and Yancey Counties, which is the chief producing district, and (2) the Franklin-Sylva district consisting of Jackson, Haywood, Macon, Swain and Transylvania Counties, which is the second important producing district.

6. The monazite deposits of North Carolina occur in a belt around 30 miles wide and 80 miles long that covers parts of Alexander, Burke, Catawba, Cleveland, Gaston, Iredell, Lincoln, and Rutherford Counties. Interesting amounts of monazite are also found in Madison County. Monazite was extensively mined in North Carolina from about 1886 through 1910 when thorium compounds were important for mantles in incandescent lights.

Both the United States Geological Survey and the United States Bureau of Mines have been investigating monazite sands in the State during the past two or three years because it contains thorium which next to uranium is the most important element for the production of atomic energy.

7. North Carolina contains the largest reserves of spodumene known on the North American continent. These deposits occur in the Kings Mountain district of Cleveland, Gaston, and Lincoln Counties. The biggest known and best developed deposits lie in and immediately to the southwest of the

Berea Sponsors Christmas School

Berea College and the Council of Southern Mountain Workers in cooperation with the Country Dance Society of America, Inc., will sponsor the sixteenth Christmas School at Berea, Kentucky, December 27, 1953, to January 3, 1954.

The Christmas School, established to serve the Southern Highlands, is open to all persons interested in authentic American, English, and Danish material, including the traditional dances, singing games, songs, tales and music of the Southern Highlands.

Rural elementary teachers and others are invited to attend the Christmas School with a view to specialization in storytelling, informal dramatics, puppetry, singing games, children's songs, song directing, folk dancing, and discussion of educational questions.

For full information and application blank write to Perley Ayer, Executive Secretary, Council of Southern Mountain Workers, Box 2000, Berea, Ky.

Teachers May Obtain Information on Britain

Teachers who wish additional material for supplementing their teaching about Britain may obtain such materials from British Information Services, 30 Rockefeller Plaza, New York 20.

Publications, films strips and films are available—some free and some for sale. A catalogue will be sent upon request.

town of Kings Mountain in Cleveland County.

The mineral spodumene is important as a ceramic raw material and as a source of lithium metal and lithium chemicals. Spodumene is ground and used in ceramic bodies along with kaolin, feldspar and other minerals. Lithium compounds are used for photography, in storage batteries, air conditioning, industrial dyeing, making rayon, red fire, and signal rockets. Lithium metal is used as an alloy of aluminum, magnesium and zinc for light airplane metal.

Copies of the publication from which this information is taken may be obtained from Dr. Jasper Stuckey, State Geologist, Department of Conservation and Development, Raleigh, N. C., or Henry A. Shannon, Adviser in Science and Mathematics, State Department of public Instruction, Raleigh, N. C.

Board to Adopt Supplementary Texts

Authorization was given State Superintendent Charles F. Carroll to recommend textbooks for supplementary use in the public schools by the State Board of Education at its November meeting. Recommended books will be considered for adoption by the Board in accordance with the law providing for the adoption of "supplementary books and instructional material necessary to complete the course of study for all schools."

A committee from the State Department of Public Instruction headed by Dr. Allan S. Hurlburt, Assistant Superintendent, has been appointed by Superintendent Carroll to make a study of supplementary books for possible adoption. Publishers have been notified to send copies of books of recent copyright date to the chairman of the committee prior to December 10, 1953. Adoption by the Board is contemplated early next year.

AEC Issues Booklet For Science Teachers

A booklet to assist high school science teachers to set up experiments with radioisotopes has been issued by the U. S. Atomic Energy Commission.

Detailing 20 experiments involving the use of radioisotopes, the booklet also explains how nuclear radiations are detected and measured. The purpose of the experiments is to bring to students realization that rays are emitted by radioactive, or "excited," atoms, that these rays can be detected and measured only with special instruments, and that they have important uses as research tools in biology, chemistry, earth science, and physics.

The booklet is the outgrowth of an in-service course, "Radioactive Isotopes—A New Aid to High School Science Teaching," which was offered in the spring of 1952 by the Board of Education of the City of New York, with the aid and cooperation of the U. S. Atomic Energy Commission. The course was the first of its kind in the country and proved highly successful.

Entitled "Laboratory Experiments with Radioisotopes for High School Science Demonstrations," the booklet has been placed on sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. The price is 25 cents.

Fund Publishes Evaluation Report

The Fund for the Advancement of Education, established by the Ford Foundation, recently published a progress report on four Fund-supported experiments directed at improving articulation between school and college and increasing the efficiency of general education at this level.

Entitled "Bridging the Gap Between School and College," the report is the first in a series of evaluation reports planned by the Fund.

Clarence H. Faust, President of the Fund, emphasized that it was an "interim report of progress" and not a report of final conclusions, because three of the four projects are still in an early stage.

In announcing publication of the report, Mr. Faust made the following statement:

"Leading educators have long been concerned about two closely connected defects of the American educational system which undermine quality and impose severe waste. First is the poor articulation between units of the system and the resulting lack of clarity as to each unit's function in relation to the whole. Second is the lack of sufficient flexibility to accommodate the wide differences of ability, interest, and maturity that prevail among young people of similar age. These defects, though they occur throughout the educational system, are most prominent and perhaps most serious in the four-year period comprising the eleventh through the fourteenth grades, including the troublesome transition from school to college. Their net result is a dulling of student interest in learning, a downgrading of educational results, and a waste of human resources, which is far greater today than before the turn of the century when such educators as Dewey and Eliot complained against them. With these considerations in mind, but with no preconceptions as to best solutions, the Fund for the Advancement of Education has given support to a combination of four promising experiments which attack this common problem from different directions.

"The four projects are complementary, yet in some measure they also represent alternative approaches to the same goal. Their common and basic purpose is to improve the efficiency and quality of education, especially from the eleventh through the fourteenth years of schooling, both by providing a richer education during this time period and by accelerating the whole process, especially for more able students. Though their major focus is upon the

better-than-average student who is perhaps the most seriously damaged by present shortcomings, the underlying concern and ultimate objective is the improvement of education for all young people."

Copies of "Bridging the Gap Between School and College" can be obtained by writing to the Fund at 575 Madison Avenue, New York 22, New York.

Special Education Conference Held

North Carolina's Fifth Annual Special Education Conference for handicapped children was held in Charlotte, November 12-13-14. This meeting was sponsored by the North Carolina Department of Public Instruction and the Charlotte City Schools.

The theme of the conference this year was "Problems of Educating and Training the Mentally Retarded Child." The program was divided into general sessions with lectures by specialists, workshop and panel discussions by groups of specialists, with audience participation.

Dr. Anna M. Engel, Retired Director of Special Education in the Detroit City Schools, delivered an address on "Vocational Outlook for Retarded Children." Dr. J. D. Messick, President of East Carolina College in Greenville, spoke on the "Function of the Regular Classroom Teacher in Meeting the Needs of the Mentally Retarded Child." Dr. James R. Lyles, Asst. Superintendent in Charge of Instruction in the Charlotte City Schools, gave a talk on "The Function of Special Education in the Regular School Program." Paul Reid, President of Western Carolina College at Cullowhee, spoke on "Schools of Higher Education and Their Training Responsibility." Dr. Leo W. Jenkins, Dean of East Carolina College, discussed "The Role of the School Administrator in Special Education." Dr. Allan S. Hurlburt, Asst. Superintendent in the State Department of Public Instruction, led a panel on "Procedure Selection of Mentally Retarded Children for Classes in the Public School." Other panels included on the program were "Curriculum for the Mentally Retarded," and "The How of Speech for Mentally Retarded Children."

The conference was attended by teachers, therapists, and other educational personnel, as well as doctors, nurses, psychologists and social workers.

Board Authorizes New Health Text Adoptions

New textbook adoptions in health for use in grades 4-9 were authorized by the State Board of Education at its November 5 meeting.

In accordance with the usual procedure publishers will submit their books in this field to the Textbook Commission for evaluation. Evaluations by the Commission will then be submitted to the State Board of Education, which will select the highest rated three or four series and request the publishers of such series to submit bids for furnishing their publications to the State of North Carolina. On basis of the bids and taking into consideration other factors as to the suitability and rating of the books, the Board will adopt a single series for purchase by the State for use in the public schools.

All these procedures are expected to be completed early next year.

Ag Teachers Aid Forestry Projects

Teachers of agriculture are cooperating with the Forestry Service of the North Carolina Department of Conservation and Development in the planting of tree seedlings which the Forestry Service have made available by courtesy of the pulpwood industry of the State.

Members of Future Farmers of America and New Farmers of America student organizations have been urged to take advantage of the opportunity of receiving free tree seedlings by planting such seedlings on their individual farms or as chapter projects.

Former Supt. Honored

L. J. Bell, superintendent of Rockingham city schools from 1906 to 1948, was honored last April 12 at appropriate exercises in which the new L. J. Bell Elementary School was dedicated.

Mr. Bell, according to the citation read at these exercises, graduated from the University of North Carolina with the class of '98. He started his teaching career in the Cleveland County Schools. In 1902 he came to Rockingham as principal of the newly-organized Graded School and continued in that capacity until 1906 when he was elected superintendent of the Rockingham City Schools. He also served as superintendent of the Richmond County Schools from 1916 to 1947.

Teacher Shortage Can Be Solved

The current teacher shortage which is plaguing the public schools can be solved by intelligent citizen action, according to a booklet titled "How Can We Get Enough Good Teachers?" released in limited edition recently by the National Citizens Commission for the Public Schools.

The fourth in a series of "working guides" published by the non-profit school improvement group, the booklet is designed for use by local and state citizens' committees whose communities are touched by the teacher shortage. It gives background information on teachers on a national scale and offers practical suggestions and checklists to facilitate study by state and local citizens' committees.

According to Roy E. Larsen, chairman of NCCPS, the Commission "considers this booklet one of the most im-

portant of our working guide series because of the seriousness of the problem." Underscoring the need for action, he said, are statistics released this year by the U. S. Office of Education which indicate that there is a shortage of 72,000 elementary school teachers.

In line with the Commission's program, the guide on teachers is not offered as a definitive answer to the teacher problem, but is intended as a tool to help local communities work out their own solutions. The booklet considers four main aspects of the shortage in sections headed, "The Problem: A Serious Shortage," "Balancing Supply and Demand," "Making Teaching More Attractive," and "How Can We Prepare Enough Good Teachers?" Study tips are provided for each problem area. Single copies will be mailed free of charge to interested citizens for a limited time.

Four Seniors to Get Erwin Scholarships

Four North Carolina high school seniors will be awarded \$100 scholarships toward their college education next year from the Clyde A. Erwin Scholarship Fund, it was recently announced.

This Fund, set up in memory of the late State Superintendent of Public Instruction, now amounts to over \$14,000. The interest on the Fund, according to decision of the directors, will be used for the four scholarships to be awarded next spring to four high school seniors who plan to become teachers of vocational education.

Thought and Debate

Schools should place more stress on the acquiring of knowledge about the problems which confront the world today and with which it must grapple for many years to come.

I urge emphasis on thought and debate for our young people, because in their thinking, their intelligent discussions and their decisions lie the great hope for future world peace, for the abolishment of oppression, the freedom of nations and the dignity of individuals.—Theodore R. McKeldin, Governor of Maryland.

Nations Educate

France. The French National Commission for Unesco has decided to set up an international youth centre in Paris whose purpose will be to help young persons from all countries to overcome any obstacles of nationality, language or race that may tend to keep them apart.

German Federal Republic. Provision has been made by a decree dated 12th December, 1952, for federal aid for the organization of meetings between German and foreign youths, within the general framework of assistance to youth movements.

Great Britain. The second report issued by the Departmental Committee on the Supply of Teachers in Scotland estimates that, in spite of the fact that by 1957 there will be nearly 2,000 more teachers in the schools than in 1951, the shortage of teachers will have increased by about a thousand in comparison with the present figure of 2,300 which is already alarmingly high.

Israel. The Hebrew Teacher's Association is organizing, for the first time in Israel, an "Education Week" to be held in August or September this year.

Mexico. Thousands of rural primary schools are now being established in Mexico, and in order to facilitate the recruitment of teachers for them, the Minister of National Education, Mr. Manuel Gual Vidal, has instituted a system whereby recruits may earn their living and at the same time receive training.

The Attorney General Rules . . .

School Treasurer; Bond; Who Required to Sign Checks

In reply to inquiry: In your letter you state:

"Our agriculture teacher here at school has two accounts at the bank in the name of the school and he is the only one that signs the checks. He does not make a monthly report of these accounts to the county superintendent and there has been no audit of these accounts. Is this permissible?"

"If I interpret the school laws right all money collected by all teachers, or any one else connected with the school must go through the school treasurer and be paid out only by checks, which must be signed by the treasurer and the principal."

G. S. 115-165(3) provides that the county board of education by proper resolution duly recorded, shall appoint a treasurer of all special school funds for each school in the administrative unit. This section further provides that a complete record shall be kept by the treasurer so appointed and reports made of all money received and from what source and of all money disbursed and for what purpose. In addition, this section requires the treasurer of such special fund and the principal of each school to make a monthly report and such other reports as may be required to the county superintendent showing the status of each special school fund, upon forms to be supplied for that purpose.

G. S. 115-368(3) requires the Board of Education to designate the bank in which all special funds of each individual school shall be deposited. This section contains the following express stipulation:

"Such funds shall be paid out only on checks signed by the principal of the school and the treasurer who has been selected by the respective boards."

G. S. 115-366 requires the board of education to cause all persons authorized to draw or approve checks drawn on school funds, whether county, district or special, and all persons who, as employees of such administrative unit, are authorized or permitted to receive any school funds from whatever source to be bonded for the faithful discharge of their duties in such amount as in the discretion of the governing authorities shall be deemed

sufficient for the protection of such school funds with surety by some surety company authorized to do business in the State of North Carolina.

Answering your questions directly, I am of the opinion that the funds referred to in your letter should not be handled by your teacher of agriculture in the manner described. I agree with you that all funds belonging to the school are required to be handled by the school treasurer, duly designated by the County Board of Education, and to be paid out by checks signed by the school treasurer and the principal. I am also of the opinion that the treasurer must make the bond required by G. S. 115-366. —Attorney General, February 9, 1953.

Compulsory Attendance Law; County in which Prosecution Must Be Brought

In reply to inquiry: I have your letter of September 17th in which you quote from a letter from the Attendance Officer in _____ County as follows:

"X County has an agreement with Y County whereby children residing in X County can attend school in Y County at A School. This is a colored school."

"Attendance problems have arisen and we would like an opinion, whether or not we, in X County have the authority to prosecute parents of children who reside in Y County but attend school in X? This is the only school provided by X County for them."

G. S. 115-352 provides that school children shall attend school within the district in which they reside unless assigned elsewhere by the State Board of Education. I assume that the children in question residing in Y County have been properly assigned by the State Board of Education to the A School in X County.

G. S. 115-302 makes it the duty of every parent, or other person, having control of a child between the ages of seven and sixteen, to cause such child to attend school continuously for a period equal to the time which the public school in the district in which the child resides shall be in session. G. S. 115-303 makes it the duty of the State Board of Education to formulate rules and regulations for the proper enforcement of the compulsory school law. I have been furnished by Mr. C. D. Douglas, Controller of the State Board of Education,

with a copy of the present regulations issued by the State Board of Education. I note that Regulation 2 (c-1) requires that the principal of the school report unlawful absences to the attendance officer on forms provided by the State Board of Education. Regulation 3 (b-2) makes it the duty of the attendance officer as a last resort to cause a warrant to be issued against the parents charging a violation of the compulsory attendance law.

In the case outlined in your letter, it would seem that the responsibility is upon the principal of the A School and the attendance officer in X County to send the notices and make the investigations required by law but if a prosecution is contemplated, it would seem that any violation of the law was committed by the parents in Y County, the County of their residence. Therefore, I am of the opinion that the prosecution would have to take place in Y County. The case of *STATE v. JOHNSON*, 188 N. C. 591, may throw some light on the subject. I feel sure that the school authorities of Y County will cooperate with the authorities in X County. I sincerely hope that a visit by the attendance officer in X County to each of the parents in question will solve the problem without a prosecution. —Attorney General, September 21, 1953.

Corporal Punishment Administered by Teacher or Monitor

In reply to inquiry: I have your letter of February 20th in which you state:

"As there has been quite a little discussion over child punishment, will you please advise me as to whether a teacher or bus driver has a right to whip a child as a last resort to obedience."

In the leading case of *STATE v. LONG*, 117 N. C. 791, our Supreme Court held that a teacher is criminally responsible for an assault upon a pupil under the following circumstances:

1. "If he inflicts such punishment as produces or threatens lasting mischief, that is, permanent injury to the child."
2. "If he inflicts punishment not in the honest performance of duty, but, under the pretext of duty, to gratify personal malice."

G. S. 115-378.1 provides that the superintendent or principal of every public school to which students are brought

(Continued on Page 16)

LOOKING BACK

5 Years Ago

(N. C. Public School Bulletin, December, 1948)

Dr. Clyde A. Erwin was re-elected to the office of State Superintendent of Public Instruction at the general election in November, and will begin his fourth term in January.

H. A. Scott, Guy B. Phillips and Temple Gobel were re-elected president, executive secretary and secretary-treasurer, respectively, of the North Carolina School Boards Association at its annual meeting held at Chapel Hill on November 11.

There is a need for 6,356 additional classrooms to North Carolina's total school plant, a recent survey by W. F. Credle, Director Division of School-house Planning, State Department of Public Instruction, shows.

10 Years Ago

(N. C. Public School Bulletin, December, 1943)

The annual report of the North Carolina Association of Future Farmers of America, recently released by R. J. Peeler, its executive secretary, shows a wide variety of activities and accomplishments.

H. M. Bowles, formerly district principal of the Waynesville schools of Haywood County, was recently elected superintendent of the Haywood County Administrative Unit to succeed Jack Messer, who resigned to enter the armed services.

Rev. Cuthbert E. Allen, head of the Department of Social Sciences of Belmont Abbey Junior College, Belmont, was elected president of the North Carolina College Conference at its 1943 annual meeting held in Greensboro recently.

15 Years Ago


(N. C. Public School Bulletin, December, 1938)

Dr. James E. Hillman, Director of the Division of Professional Service, is the proud father of a son, James E., Jr.

Dr. J. Henry Highsmith, Director of Instructional Service, attended a meeting of a committee of the Association of Secondary Schools and Colleges in Tallahassee, Florida, December 6-8.

During the week of November 28-December 3 a rather thorough survey of the Raleigh schools was made by a group of visiting educators.

The First Aid courses recently started by the W. P. A. Education Division in collaboration with the American Red Cross and the W. P. A. Safety Division, are proving very popular.



**HOW TO CHEAT
A TODDLER!**

Ignore the fact that schools are overcrowded . . . that there are not enough teachers and equipment! Or . . . you can *help* America and our community *improve* school standards. Send for free booklet "How Can Citizens Help Their Schools?". Write Better Schools, 2 West 45th St., N. Y. C.

SPONSOR

(Continued from Page 15)

by school bus may appoint a monitor for each bus. The statute further provides that it shall be the duty of the monitors so appointed to keep order and to do other things necessary for the safe transportation of children in public school buses in North Carolina under rules and regulations established by the county boards of education or the principal of the school where the bus is operated.

From the foregoing it would seem that a teacher or monitor has the right to administer reasonable corporal punishment to children when the teacher or monitor acts in good faith and inflicts only such reasonable punishment as the circumstances require and inflicts no permanent injury upon the child and acts in the honest performance of duty and not to gratify personal malice.

In the case of monitors it may well be that the regulations of the board of education or principal forbid a monitor to administer corporal punishment and require him simply to report to the principal any acts of misconduct on the part of pupils.

Since this office is not familiar with the circumstances of the particular cases you have in mind, I suggest that you have a friendly conversation with the principal of your school or the county superintendent.—Attorney General, March 11, 1953.

MAKING TODAY'S NEWS

Madison. Dr. Carl Brown of the University of North Carolina led the Madison city white teachers in a discussion on how reading is taught at the second meeting of the Madison City Unit of the NCEA on October 1, 1953. Madison Messenger, October 8.

Kinston. The Board of Trustees of the Kinston Graded School met in a special called session Thursday night with the local architects and initiated plans to expedite the earliest possible construction of the new unit in Northeast Kinston, Supt. Jean P. Booth reported. Kinston Free Press, October 9.

Kannapolis. More than 3 million dollars will be required to fill the school construction needs in Kannapolis, Concord and the rural sections of Cabarrus County, leaders of the three educational systems and representatives of the Cabarrus Board of County Commissioners estimated today. Charlotte Observer, October 7.

Haywood. Women of the Clyde School PTA have pitched in to help police officers guard the safety of their children by forming a special highway patrol. Waynesville Mountaineer, October 15.

Morganton. A driver education course is being offered in Morganton High School which has received a student training car from a local dealer, it was announced today by M. A. Parham, superintendent of the City Schools. Morganton News-Herald, October 12.

Wilkes. Wilkes County officials here (North Wilkesboro) completed the second phase of their on-the-spot inspection of school needs to plan expenditure of county and State school bond money. Greensboro News, October 23.

Stanly. "I want to emphasize the fact that a good job is being done in Stanly County schools with the facilities available," Dr. A. M. Proctor of Duke University, who headed a group making a survey of Albemarle and Stanly County schools last week, said Friday after completing the study. Albemarle News and Press, October 27.

Goldsboro. The first group of Goldsboro High School students ever to undergo organized driver training will complete 36 classroom hours of instruction on driving theory next week and be ready for behind-the-wheel training, Hal Plouk, instructor, announced in a talk before the Goldsboro Civitan Club yesterday. Goldsboro News-Argus, October 24.



NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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January, 1954

No. 5

Public School Headache Will Not Be Cured in '54

Public education's 7-year-old headache of adequately housing and instructing almost 29 million students will not be cured in 1954, according to the National Education Association. Frank W. Hubbard, NEA research director, following a survey of school conditions throughout the nation, cites these reasons why the "cure" will not take place this year:

1) Enrollment in teacher-education institutions, although on the rise, will not meet the probable demand for teachers over the next three years. Not one of the 48 states surveyed expects to have enough elementary-school teachers in the next three years; 22 states expect their supply of secondary-school teachers to fall short.

2) Although 38,000 more teachers are on the job this year, and although an extra 500 million dollars will be spent educating America's children, about 632,000 youngsters must continue to attend school on double-session or other make-shift arrangements.

3) There are 2,000 more "emergency teachers" in the classrooms this year, hired in desperation by schools despite the fact that they are not fully qualified for standard teaching certificates, than were employed a year ago. School officials believed that the emergency teacher situation would be licked within 10 years after World War II but because of steadily increasing enrollments, there will be an estimated 71,589 persons teaching children this year who do not meet full certification requirements.

Shortages of teachers are developing this year, according to NEA, in rural areas and at the secondary-school level. Forty-five states reported a shortage of rural elementary-school teachers. A shortage of secondary-school teachers in such fields as industrial arts, vocational education, music, and physical education was reported in 26 states.

The housing of school children, a long-time, ever-present problem of elementary schools, now has secondary schools feeling the pinch in 41 states, according to the survey. An estimated 5 billion dollars is needed, says NEA,

for new buildings to house the 1953-54 enrollment in public schools—but even that figure would not account for repair and replacement of old buildings nor provide for future needs.

In a look at current teachers' salaries, the Research Division notes that the estimated average salary for instructional staff in public schools (classroom teachers, principals, and supervisors) has risen to \$3,725, and adds that this amount will buy only as many groceries, pay as much rent, and provide as much clothing as \$1,934 did in 1935-39. One in seven public school teachers, according to the survey, is earning less than \$2500 this year; one in six is making as much as \$4500.

Commission Announces 1954 Essay Contest

The Governor's Commission on Employment of the Physically Handicapped has announced the subject of this year's essay contest, "The Physically Handicapped—Competent, Dependable Workers," according to a recent announcement by Chas. H. Warren, State Director Division of Vocational Rehabilitation, State Department of Public Instruction. The contest is open to any 11th or 12th grade student in any public or private school. The essay should be less than 1,200 words and should conform to other contest rules. The major judging standards will be based on story content, originality or impact of the story, organization, and English and composition.

North Carolina State prizes are \$50 cash for first place, and \$25 Government bonds for second, third and fourth places. The winning essay will then be presented to The President's Committee in competition for the National prizes. The first prize on the National level is \$1,000; the second, \$400; third, \$300; fourth, \$200; and fifth, \$100. In addition to these prizes, the five National winners will be given a trip to Washington with transportation and expenses paid. Closing date is February 15th.

New Textbook Commission Named

A new Textbook Commission was named on December 16, 1953, by Governor Umstead and State Superintendent Carroll.

Named to this 12-member Commission were:

For the elementary section—Dr. I. E. Ready of Roanoke Rapids, Mrs. Carrie Abbott of Bryson City, Mary Greenlee of Mooresville, Marie Haigwood of Shelby, Cornelia McLaughlin of Lillington, Luther Medlin of Greensboro, and Mrs. Helen D. Wolff of Greenville.

For the high school section—Mrs. Mary P. Brantley of Raleigh, Bertha Cooper of Elizabeth City, Mrs. Phebe Emmons of Washington, C. B. Martin of Robersonville, and O. L. Norment of Asheville.

The Commission has elected Dr. Ready as chairman.

Under the law these members serve for a term of four years, or until their successors are elected and qualified.

It is the duty of the Commission to evaluate books offered for adoption for use in North Carolina public schools. Written evaluations are made by each member of the Commission upon books offered in their respective sections. Upon the basis of these reports, the State Board selects a list of books for which bids are requested and from which adoptions are made.

Pending adoptions, for which evaluations have already been requested by the State Board of Education, are the following:

Basal textbooks for the social studies field, both elementary and secondary.

Basal textbooks for health education, grades 4-9.

Board Authorizes Study Migrant Workers

A study of situations in the State involving children of migrant workers was authorized by the State Board at its December 3 meeting.

State Superintendent Charles F. Carroll and Controller C. D. Douglas were asked to make the study.

Superintendent Carroll Says . . .

January is the month popularly associated with resolutions and inventories. The month implies "a beginning anew." All of us enter a new year with renewed hope, with courage, and with the conviction that "things" will be better. As school people, what are the "things" to which we rededicate our intelligence and energy on the eve of these 365 new days of new opportunities? This type of question is not new to educators; we are accustomed to the processes of inventory and evaluation. In good education, schools periodically define their objectives, weigh their yields, analyze their margins of human profit and loss, and plan for more fruitful seasons. In good teaching these concerns recur daily as a natural outgrowth of the planning done by any conscientious counselor of youth. Out of these, the evaluations done continuously by the individual teacher and periodically by the school, we should be able to arrive at the "things" which should challenge us in 1954. Only through the application of this process should we arrive at our resolutions for the year. To do otherwise is dangerous. It is a questionable practice to assume that every "thing" reported to be good in education is good for every school in every community. A good school has personality, a quality which is identifiable only when the school program reflects respect for the individuality of its students and their community.

It is my wish that you will experience personal and professional happiness in 1954. You will, if, on the basis of honest appraisal, you continuously determine what "things" in education you want to make better for the individuals you personally counsel.

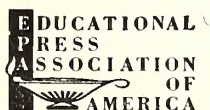
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State Supt. of Public Instruction

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Director, Division of Publications

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Absences

Elsewhere in this BULLETIN it is shown that there were 11,124,000 daily absences made by the children attending the public schools during 1951-52. Each day the schools operated, an average of 61,800 absences were made by 877,906 boys and girls.

Absences are wasteful. They cost money. The teacher is providing the instruction, but when the child is not there no benefit is received by that particular child. Not only does the absent child fail to benefit from the instruction given that day—when he returns to school more attention including repetition of instruction is often necessary. Then, too, continued absences often lead to failures in subjects and sometimes continued failures end in permanent drop-outs. A total of 45,500 boys and girls fell in this category during 1951-52. Thus we see the enormous cost and waste involved in being absent from school.

To do something about a school absence when it occurs is one of the duties of attendance workers. The attendance worker investigates the cause of absences. Some absences are due to sickness. They are excused. Absences for a few other causes may also be excused. Many absences, however, are due to minor reasons. It is the duty of the attendance worker to ascertain the reason for each absence before they become chronic, and before the child gets so far behind with his school work that failure or drop-out is inevitable.

But in North Carolina only 62 of the county and city units had the services of attendance workers in 1951-52. The number is approximately the same at present. In these 62 units there were fewer absences than in the 110 units where no attendance workers were employed. If the percentage of absences in these 110 units had been the same as that in the 62 units where attendance workers were employed, there would have been 7,227 fewer daily absences—a yearly reduction of 1,300,860.

TRIBUTE TO TEACHERS

(Guest Editorial)

Recently, I said goodbye to a young American now on his way back to the battlefields of Korea. Product of the public schools, trained in the ways of our American youth, he has dedicated himself to the protection and defense of the American ideals. But he is doing only what his ancestors have done and what hundreds of thousands of American youth are doing also today.

When patriotism is not an academic abstraction but a pragmatic experience, how cruel it is to hear the stupid and vicious say that our youth do not know American history nor the meaning of democracy! How childish are the quarrels and quibblings of adults over trivialities!

Why do our youth defend our democracy so willingly? Our youth dedicate themselves to this cause because their parents and their teachers have instilled in their hearts and minds a great love for their country and a great inspiration to defend our democracy and its institutions. They say with the Psalmist "The lines are falling unto me in pleasant places; yea, I have a goodly heritage," and they add, "I must defend this heritage for those who are to follow."

When I think of youth I think of teachers. They, too, are partakers and protectors of this goodly heritage. They, too, are stirred by a love of their country and desire to protect it through the most powerful media known to man; that is, the mind and the soul. They know that what they do to the minds and hearts of the youth of this country will determine the destiny of our nation; that what they do is more powerful than the atomic bomb. Voluntarily, they enter into a profession which has many handicaps. They suffer attacks of ridicule and criticisms from the unthinking and the untutored, but they stand fast in support of their convictions. They know that if they do their work well that man will be free to think and speak as he pleases without fear of persecution; that he will be free from fear and suspicion, hatred and prejudice; they know that he will be able to worship God as he sees fit; they know that he will have a free press; that he will be free to listen to what he pleases; that he will be free to assemble without being trampled by the horses of the "Cossacks"; and they know that when he feels affronted he will have the right of petition to rulers selected by himself. Yes, the teachers of our democracy have dedicated themselves to a great cause — the preservation of heritage of free men.

I believe the inspiration to teach is divine. Mind ye not that his disciples said unto Him "Rabbi, we know that thou art a **teacher** come from God" — mind you they said **teacher**. Teachers in the public schools are engaged in a great enterprise; a great crusade — a crusade against ignorance, fear, and suspicion both within and without our nation. Verily, "Ye are the salt of the earth."

As teachers you shall labor throughout the days of your life without any great hope of fame or acclaim or unusual honor or material reward, but your reward will be in the hearts and minds of those eager young souls who yearn to know. St. Thomas A. Kempis said "All men naturally desire to know." To you is given the opportunity of satisfying that desire and that yearning.

The statement that epitomizes best for me the character of the teacher comes from the Scriptures. I have seen it used with a slight variation in two places: On a plaque in the library of Hood College dedicated to Dr. John Apple, and in the Widener Library at Harvard: "Consider that I labored not for myself alone, but for all those that seek learning."

—Thomas G. Pullen, Jr.,
Maryland State Superintendent of Schools

Foundation to Make Polio Test in Schools

School children of the second grade in a number of selected counties of the State will be vaccinated for polio under a nationwide study the week beginning February 8.

The study is being made by The National Foundation for Infantile Paralysis to determine the effectiveness of a polio vaccine in preventing paralytic polio. Second grade children will be vaccinated during a non-epidemic period and then observed during a subsequent polio epidemic to evaluate the protective effects of the vaccine. Incidence of polio in the second grade group will be compared with that of children in the first and third grades. Final results of the evaluation study are not expected until some time in 1955.

Democracy Workshop to Be at Williamsburg, Virginia

The fourth annual Democracy Workshop, a national youth forum, will be held in Williamsburg, Virginia, on Washington's birthday weekend, it was announced recently.

National and state winners of the Voice of Democracy Contest and a panel of guest authorities will gather there for the February 19-21, 1954, weekend and take part in a series of roundtable discussions, special programs, tours, and other activities.

Sponsored by Colonial Williamsburg as part of its educational program, the Democracy Workshop provides an opportunity for key young people from all parts of the country to discuss together the problems confronting the younger generation of today in the setting where early patriots argued for independence.

The 1954 Democracy Workshop will follow the general pattern of the past year's forum when award winners from some 30 different states exchanged ideas across the discussion table in company with such guest authorities as Senator James Fulbright (D-Ark.) and J. Russell Wiggins, managing editor of the Washington Post.

The four co-equal national winners of the Voice of Democracy Contest—sponsored by the U. S. Junior Chamber of Commerce, the National Association of Radio and Television Broadcasters, and the Radio-Television Manufacturers Association—will be present as part of their award-winning trip to Williamsburg and Washington, D. C. State winners of the contest are sent to the Democracy Workshop by the local and state Jaycee sponsoring organizations.

49,020 Veterans Take Farmer Training

A total of 49,020 veterans were enrolled in the Veterans Farmer Training Program from 1946-47, when the Program was organized, till 1952-53.

This and other facts showing the growth and accomplishments of the North Carolina Program are presented in a report on this phase of public education, recently issued by the Division of Vocational Education of the State Department of Public Instruction. This Program has been administered under the direction of A. L. Teachey, State Supervisor of Agricultural Education, as a part of the program of vocational agricultural education in the public schools. The summary report was made by A. G. Bullard, Subject Matter Specialist, Veterans Farmer Training Program.

The report, which has been multi-lithed, includes pictures, charts, data and explanatory information of the various aspects of the Program during the seven years covered. Early history, objectives, types of instruction, administration, qualifications of instructors, teaching aids, and enrollment data are set forth briefly and clearly.

Some of the accomplishments of the trainees were the following:

6,604	dwellings constructed
6,273	livestock barns
947	milking parlors
12,473	brooder houses
7,613	laying houses
10,908	farrowing houses
1,748	farm shops
5,648	tobacco curing barns
6,618	machinery sheds
13,103	tractors acquired
13,318	brooders
38,590	pieces of tractor-drawn equipment
13,737	sprayers and dusters
12,388	farm trailers
12,342	electric or gas ranges
18,493	refrigerators
3,644	home freezers
55,934	milk cows
54,597	breeding hogs
4,433,511	laying hens
37,802	beef animals
5,832	sheep
19,265	dwellings painted
5,892	bathrooms installed
11,935	homes provided with running water
18,128	homes, with electricity
21,845	homes landscaped
142,268	acres pasture seeded
187,272	acres cotton dusted, etc.
44,581	acres woodland trimmed
622,134	acres seeded with hybrid corn
20,975,501	quarts food canned

The Law Says . . .

Fire-drills. "The superintendent or principal of every public school in this State, except schools taught in one-story houses, shall conduct at least one fire drill every month during the regular school session, such fire drills to include all children and teachers and the use of all ways of egress." (G. S. 69-7.)

School Day. "The length of the school day shall be determined by the county board of education for all public schools under its jurisdiction and by the board of trustees of all other schools: Provided, the minimum time for which teachers shall be employed in the schoolroom or on the school grounds supervising the activities of children shall not be less than six hours." (G. S. 115-58.)

Compulsory Attendance. "It shall be the duty of teachers, principals, county or city superintendents of public instruction and attendance officers to enforce the compulsory attendance law in accordance with the rules and regulations adopted by the State Board of Education." (G. S. 115-59.)

Reports. "All teachers and principals shall be required to make to the superintendent of the administrative unit in which employed such reports as the governing board of the unit may direct." (G. S. 115-122.)

Discipline. "It shall be the duty of all teachers to maintain good order and discipline in their respective schools." (G. S. 115-144.)

School Month. "A school month consists of twenty teaching days. Schools shall not be taught on Saturday unless the needs of agriculture, or other conditions in the unit or district make it desirable that school be taught on such days." (G. S. 115-351.)

Election of Principals. "The district committees shall elect the principals for the schools of the districts, subject to the approval of the county superintendent of schools and the county board of education." (G. S. 115-354.)

Election of Teachers. "The principals of the districts shall nominate and the district committees shall elect the teachers for all the schools of the districts, subject to the approval of the county superintendent of schools and the county board of education." (G. S. 115-354.)

The Liberally-Educated Man

The liberally-educated man is articulate, both in speech and writing. He has a feel for language, a respect for clarity and directness of expression, and a knowledge of some language other than his own. He is at home in the world of quantity, number, and measurement. He thinks rationally, logically, objectively, and knows the difference between fact and opinion. When the occasion demands, however, his thought is imaginative and creative rather than logical. He is perceptive, sensitive to form, and affected by beauty. His mind is flexible and adaptable, curious, and independent. He knows a good deal about the world of nature and the world of man, about the culture of which he is a part, but he is never merely "well-informed." He can use what he knows, with judgment and discrimination. He thinks of his business or profession, his family life, and his avocations as parts of a larger whole, parts of a purpose which he has made his own. Whether making a professional or a personal decision, he acts with maturity, balance, and perspective, which come ultimately from his knowledge of other persons, other problems, other times and places. He has convictions, which are reasoned, although he cannot always prove them. He is tolerant about the beliefs of others because he respects sincerity and is not afraid of ideas. He has values, and he can communicate them to others not only by word but by example. His personal standards are high; nothing short of excellence will satisfy him. But service to his society or to his God, not personal satisfaction alone, is the purpose of his excelling. Above all, the liberally-educated man is never a type. He is always a unique person, vivid in his distinction from other similarly educated persons, while sharing with them the traits we have mentioned.—General Education in School and College, Harvard University Press, Cambridge, Massachusetts.

Health Guide Due Next Month

The new school health curriculum guide is expected to come from the printer next month, according to L. H. Jobe, Director Division of Publications, State Department of Public Instruction.

This new publication, entitled "Health Education in North Carolina Public Schools," was developed over a period of four years under the direction of Charles E. Spencer, Director of School Health and Physical Education and Co-director School Health Coordinating Service, with the assistance of Mrs. Annie Ray Moore, Health Educator. John Noe, Adviser in Safety Education, assisted in the preparation of the section on Safety, and Dr. R. M. Fink, Consultant in Mental Hygiene, served as chairman of the Mental Health Committee.

The major part of the bulletin is devoted to Health Instruction. Other parts include: Development of the Material, Organization and Administration of the Health Education Program, Health Services, Healthful School Living, and an Appendix including "The Teacher Screening and Observation Manual" and other information.

Just as soon as the publication is ready for distribution superintendents will be notified. A special price will be quoted to superintendents for immediate quantity shipments and the price at which individuals and other groups may secure the publication will also be specified. This latter price will probably be \$1.00.

Foundation Announces 1954-55 Scholarships

The Ford Foundation recently announced that it is offering scholarships and fellowships to young Americans who wish to begin or continue studies on the Soviet or East European areas during the academic year 1954-55.

This program, which the Ford Foundation administers with the advice of the Board on Overseas Training and Research, is intended to help meet the urgent need for larger numbers of American men and women with deeper knowledge of the cultures, current problems, institutions, and history of peoples and governments of these critical areas. Awards will be made only to citizens of the United States and aliens permanently residing in the United States who intend to become citizens. The Foundation expects to make awards of three types: Graduate Area Training Scholarships; Pre-doctoral Area Research-Training Fellowships; and Post-doctoral Area Research-Training Fellowships.

For pre-doctoral candidates the age limit is 35; for post-doctoral candidates, 40.

Applications should be submitted by February 15, 1954, in order to be considered. Awards will be announced by May 15.

Application forms and further information about the program may be obtained from: The Ford Foundation (Overseas Training and Research) 575 Madison Avenue, New York 22, N. Y.

Board Requests Delay in Rehabilitation Cut

North Carolina Congressmen and senators have been requested by the State Board of Education to use all their influence to remove the present language in the Appropriation Act for the fiscal year 1955 which provides that funds appropriated to the states for vocational rehabilitation shall not exceed \$1 for each 75c contributed by the state for the same purpose.

The Board in a resolution adopted at its December 3 meeting called on North Carolina's delegation in Congress to "prevent this provision from becoming effective until the State Legislature has an opportunity to consider its probable effect and take such action as it may choose to prevent the Vocational Rehabilitation Program from suffering damaging retrenchment."

According to the resolution such action at the present time would cause a reduction of approximately \$137,000 in funds for the North Carolina Program and thus deny services to many disabled persons. It was pointed out by the Board that since no prior notice or intimation of such action was taken by Congress, no request was made to the General Assembly of 1953 for funds for the next biennium. The North Carolina Legislature will not meet in regular session again before this provision would become effective, if enacted into law by the Congress.

Other Countries Educate

Argentina. The Ministry of Education has appointed a special committee to organize refresher courses for secondary school teachers actively engaged in teaching.

Burma. During 1952 vigorous steps were taken to meet the shortage of trained teachers.

India. By the Constitution of India it has been agreed that, after 15 years, Hindi shall be the Federal or All-India language.

Indonesia. A six-months' course for physical education leaders has recently been held in Indonesia.

Israel. During the school year 1951-1952, 59,625 children attended kindergartens and 1,850 mistresses were employed.

Peru. By a recent decree the teaching of hygiene has been introduced into the study plans for both primary and secondary schools.

Spain. Since 1949, "Retired Secondary Teachers' Day" has been celebrated each year throughout Spain.

U. S. Commissioner Stresses Quality in Classroom Teachers

Among the major problems that face American education, according to Dr. Samuel M. Brownell, U. S. Commissioner of Education, are the acute teacher shortage, need for more buildings, growing costs, and rapidly increasing enrollments.

"Severe as these are," Dr. Brownell says, "emphasis must be on adequate teacher preparation—and especially on quality."

The mechanical aspects of education—a seat for every child—are important, he said, but the intangible needs—a good teacher for every classroom—are even more significant.

"I believe that the foundation of teacher education is abroad and thorough general education which will prepare the future teachers to be good citizens," he said. "That is fundamental."

"In addition, the teacher should get a solid grounding in subjects he is to teach. Beyond that, the teacher should have a good background in history of education function of schools in a democratic society, and the contribution that education has made."

Teachers should understand the growth and development of children, he believes. This includes the learning process and ability to deal intelligently with people as individuals.

"Above all, those planning to go into education should understand the philosophy of teaching," he explained. "The teacher should know how to apply the learning process to the individual. In its best form, that comes from supervised practice and careful orientation in the teaching field."

How to recruit more teachers? He says pay them more, give them a better status and community recognition, provide better working conditions and smaller teaching loads, and make teacher education more attractive and challenging.

Part of the answer, Dr. Brownell thinks, is a sound public relations policy. "If the people understand the problems, they will provide the necessary support. The people are willing to pay for what they think is important. This is shown by the upsurge in the last few years in interest and support of public schools."

Dr. Brownell believes the responsibility for education lies primarily with state and local governments. He sees the federal function to strengthen and stimulate improvement.

"I recognize that there is a national concern so far as education is concerned if for no other reason than that of our national security. But in a democratic society it is a sound position to have education a state function, with the responsibility delegated to local communities."

Bulletin Cites Roanoke Rapids CEP Project

A Citizenship Education Project conducted in one of the Roanoke Rapids elementary schools has been cited by *Citizenship in Action*, publication issued by Teachers College, Columbia University.

The Roanoke Rapids project was conducted by Miss Marjorie Fleetwood's homeroom consisting of seventh grade students. The project was called, "Interesting Growmups in Beautifying School Property." It started as a guidance-citizenship experience. The seventh graders organized into committees and planned how they would beautify the grounds following the erection of a new building. They then visited various groups to get the cleaning up done, grass sowed and shrubs planted. The boys and girls took the responsibility for seeing that the project was completed.

Teachey Announces Staff Changes

Changes in staff and districts served by supervisors of agriculture were announced recently by A. L. Teachey, State Supervisor of Agricultural Education, Division of Vocational Education, State Department of Public Instruction.

Tal H. Stafford, district supervisor with office in Asheville, retired as of December 31 to accept private employment, and has been replaced by H. T. Gryder, assistant district supervisor in charge of the Veterans Farmer Training Program of that area.

Mr. Teachey also announced that A. G. Bullard, Subject Matter Specialist, for the Veterans Farmer Training Program, had been assigned to a new small district comprising 34 schools in seven counties thus necessitating a transfer of some of the counties to other districts. Mr. Bullard will continue to give attention to subject matter work to the regular program of vocational agriculture and for the veterans program which is on the decrease. He will also become Assistant State Supervisor of Agricultural Education.

Present District Supervisors are as follows: District I, T. B. Elliott, Woodland; District II, N. B. Chestnutt, Whiteville; District III, E. N. Meekins, Raleigh; District IV, J. M. Osteen, Rockingham; District V, H. T. Gryder, Asheville; and District VI, A. G. Bullard, Raleigh.

Jobe Named to National Committee

L. H. Jobe, Director Division of Publications, was elected to membership on the Executive Committee of the National League to Promote School Attendance at the annual meeting of the League held October 19-22 in Washington, D. C.

The Executive Committee of the League consists of 18 members from various sections of the United States and Canada. Its function is, with the executive officers, to plan the programs of its annual meetings.

McFadyen's PR Roundup Has Interesting Items

Henry C. McFadyen's Public Relations Roundup, issued each school month, has many interesting school items.

McFadyen is Director of Public Relations of the North Carolina Education Association. Each month his two-page duplicated "Roundup" contains local items of Statewide interest. Typical are such items as these taken from the November issue:

"The administration of LENOIR city schools has recently issued an attractive slick-paper four-page bulletin giving information about the philosophy of the schools, enrollment, training of teachers, and finances (done in pie graphs).

"The MOUNT AIRY unit's annual dinner party for new teachers was a husband and wife affair this year. Everybody invited brought his better half. Additional guests included school board, city board, and the mayor (all with their wives, of course).

"Up ASHEVILLE way 140 David Millard pupils and seven teachers taught school for a day (not all at once) in the window of Haverty's Furniture Store. (American Education Week.)

"MORGANTON City Schools won a blue ribbon at the Burke County Fair with a booth showing schools 'before and after.' The old school with its slates, Baby Ray books, store, lunch-pails, bucket and dipper was dramatically contrasted with the modern school with its many attractive books, fluorescent lighting, easels, experience charts, reading circles, etc.

"The WILSON city unit recently paid special tribute to the returning chairman of their school board at an 'Appreciate Night' banquet. Features of the entertainment were statements of appreciation of the entire board and the presentation of gifts to the retiring chairman and superintendent."

Educators Favor 6-Hour School Day

A school day of six hours including lunch and activity periods is favored by a majority of 1,281 superintendents, principals, supervisors and teachers who replied to a recent questionnaire sent out by a Survey Committee from the North Carolina Division of Superintendents.

Ten questionnaires were sent to each superintendent, one for himself and nine for a sampling from the supervisor, principals and teachers. Returns from this group showed that in general a five-hour day was recommended for first grade children. A five and one-half hour day was favored for second grade pupils and a six-hour day was recommended for third grade and upper elementary grades. For high school the median recommendation was six and one-half hours, with a large number favoring the six-hour day.

To the question as to entrance age, the replies indicated that children should be older instead of younger when they enter school. This was particularly noticeable in replies from first grade teachers. September 1 was favored by 336 of the 1,135 who responded to the question as to the date a child should be six before school entrance. September 15 was favored by 34, October 1 by 250, October 15 by 157, November 1 by 90, November 15 by 13, December 1 by 73, December 15 by 17, December 25 by 2, January 1 by 157, January 15 by 3, February 1 by 2, and February 15 by 1.

To still another question as to the advisability of working toward establishing public school kindergartens (a) under existing laws or (b) under laws which may be passed through future legislation, the great majority voted no to (a) and yes to (b).

National FFA Week

National FFA Week will be observed February 21-27, according to an announcement recently made by R. J. Peeler, Assistant State Supervisor of Agriculture in charge of FFA Work for the State Department of Public Instruction.

Mr. Peeler has sent out to the local chapters of the Future Farmers of America organization in North Carolina a list of suggestions for the observance of this Week. This organization is open to white students taking vocational agriculture in the public high schools. A similar organization is provided for Negro students. FFA now has more than 425 chapters in the State with a membership of approximately 22,000 boys.

Committee Will Develop Formula for Distribution of Half Building Fund

Four members of the State Board of Education were given the task of developing a formula for the distribution of \$25,000,000 of the 50 million dollars provided from a bond issue authorized by the General Assembly of 1953 for the construction and improvement of school plant facilities.

The bond issue was voted favorably by the people of the State at an election held October 3, 1953.

Under the law \$100,000 of the 50 million dollars voted shall be allocated to each of the 100 counties of the State—a total of 10 million dollars; and 15 million dollars shall be allocated on the basis of average daily membership for the school year 1951-52 when a valid need for such funds is shown. The balance, or 25 million dollars, shall be distributed to the units on the basis of standards determined by the State Board of Education and approved by the Governor.

At the December 3 meeting of the Board, Lt. Governor Hodges, Chairman of the Board, appointed members J. A. Pritchett, Sanford Martin, A. S. Brower, and Superintendent Chas. F. Carroll as a Formula Committee to direct a study and develop a formula to be used in allocating this second half of the 50 million dollar fund.

Superintendents Favor Driver Training Courses

Most superintendents of the nation believe that teaching youth how to drive offers the best long-range hope of reducing highway accidents. Behind-the-wheel training is thought to be an essential part of a driver training course by 90 per cent of the superintendents whose driver education programs do not include this instruction. And teacher's salary costs are the biggest single reason why behind-the-wheel training is not given, they say.

These facts highlight a summary of reports received from more than 2000 superintendents in a nation-wide survey conducted recently by the public education department of the Aetna Casualty and Surety Company.

Three out of four students have a desire to learn to drive skillfully and safely, the educators reported, yet only a fifth of the school systems covered by the survey provided driver training as a compulsory course.

Next to costs, lack of curriculum time and a shortage of qualified teachers were the most commonly stated reasons why behind-the-wheel training was not included in driver education courses.

State College Observes High School Day

Saturday, December 5, 1953, was observed by North Carolina State College as "High School Day" for juniors and seniors of the State's high schools and their parents.

Over 60 high schools of the State sent delegations to Raleigh as guests of the college. A program including a welcoming program in the morning at the Coliseum, tours in the afternoon of the Schools of Agriculture, Design, Education, Engineering, Forestry, and Textiles with informal talks by representatives of the college, and tickets to the State-Davidson basketball game Saturday night was provided.

Chancellor Carey H. Bostian welcomed the visitors at the morning session. Other speakers at this meeting were: C. A. Dillon, president of the North Carolina Engineering Foundation; Billy Barnes Oliver, president of the Campus Government of State College; and Frank Turner, president of the State College Alumni Association.

School Board Officers Attend Work Conference

Dean Guy B. Phillips, executive secretary of the State School Boards Association, and B. J. Ramsaur, president, attended the National School Boards Association Work Conference at Evansville, Indiana, November 13 to 15, 1953.

This national workshop for school board representatives, first of its kind ever held, was attended by presidents and secretaries of state school boards associations from thirty-five states. According to Dean Phillips, some very worthwhile decisions came out of this meeting. Important among these was the possibility of laying plans for holding similar work conferences at regional points throughout the nation.

Work groups met simultaneously during the morning of November 14. President Ramsaur attended the meeting on "Perfecting the Organization and Financing the Activities of the State School Boards Associations." Mr. Phillips was a member of the group considering the "Selection, Orientation and In-Service Education of Individual Board Members."

Reports of conclusions from the work groups were made on the morning of the 15th, and the afternoon session was devoted to regional meetings for the purpose of exchanging information of a regional nature and considering the values of closer regional cooperation.

DAILY ABSENCES FROM SCHOOL TOTAL 11,24,000 FOR 1951-52

Fewer Absences in Units With Attendance Workers

The 877,906 children in average daily membership during the school year 1951-52 were absent from schools 11,124,000 days. The average daily absences for the year totaled 61,800. An average of seven per cent of all boys and girls were absent daily.

Absenteeism was greatest among Negro schools, the percentage being 8.8, or a total of 23,000 daily. For whites the percentage of absenteeism was 6.3, or an average of 38,800 daily.

This 1951-52 record was better than a number of preceding years during the past twenty, but not as good as it was in 1930-31, which was the best considering both races. The percentage for the white race, however, was best in 1941-42 when it stood at 5.3.

City vs Rural

Absenteeism among city children is less than it is among children attending county or rural schools. Total daily absences, white and Negro, among

county units was 47,226. This represented 7.5 per cent of the average daily membership.

Among the 72 city units, on the other hand, the percentage of daily absenteeism was 5.8, representing a total average daily absence of 14,574 boys and girls.

Considered in terms of days absent the entire school year of 180 days, there were 8,500,680 absentees by children enrolled in county schools and 2,623,320 absentees by those enrolled in city schools. Or another way, the 250,689 children in average daily membership in city schools, constituting 28.6 per cent of the total State average daily membership, were responsible for 23.6 per cent of the total State absences.

Tables II and III

As will be observed from tables II and III some units had a lower percentage of absences than others. Among county units the range among white children was from 3.8 per cent in

Dare County to 10.8 in Robeson (which includes Indians), or to Graham with 10.6 per cent. An average of 29,142 white children from county units were absent each day.

Among Negro schools absenteeism ranged from 1.0 per cent in Jackson (only 105 pupils in average daily membership) to 20.0 per cent in Nash. A 10 per cent average is noted for Negro schools in the county units. An average of 18,084 Negro pupils were absent each day.

Absenteeism among city school children, as stated, was not as great as among those from county units. Percentage of absences ranged among the 72 city units from 3.7 in Burlington to 9.4 in Murphy in the case of white children. Average in these units for white children was 5.6 per cent, or an average of 9,658 daily.

Absenteeism for Negro children attending school in city units ranged from 1.7 per cent in Thomasville to 18.5 per cent in Laurinburg. And the average for all 71 units in which there are Negro schools was 6.2 per cent, an average of 4,916 absences per day.

Attendance Workers

Twenty-eight county and 34 city units had the services of attendance workers during the year for which this discussion is concerned. The attainment of regular school attendance is one of the duties of such workers.

In the 62 units having attendance workers the per cent of absences was 6.2; in the 110 units not having attendance workers the per cent of absences was 7.7. Thus there were 1.5 per cent fewer absences in units employing attendance workers than in those not employing such workers. In terms of totals this means that there would have been 7,227 fewer daily absences, yearly total of 1,300,860, if units not having attendance workers had the same percentage of absences as those units which employed attendance workers. Among the units the percentages were as follows:

28 county units employing attendance workers 6.6%
72 county units not employing attendance workers 8.1%
34 city units employing attendance workers 5.7%
38 city units not employing attendance workers 6.0%

I. AVERAGE DAILY ABSENCES, 1930-31 to 1951-52

Year	WHITE				NEGRO			
	Average Daily Mbrship	Average Daily Attendance	Average Daily Absence	Per Cent Absence	Average Daily Mbrship	Average Daily Attendance	Average Daily Absence	Per Cent Absence
1931-32	560,195	516,964	43,231	7.7	239,491	211,301	28,190	11.8
1932-33	577,101	532,348	44,753	7.8	251,138	221,523	29,615	11.8
1933-34	575,265	527,193	48,072	8.4	256,298	229,575	26,723	10.4
1934-35	579,357	535,643	43,714	7.5	251,729	225,790	25,939	10.3
1935-36	582,337	538,263	44,074	7.6	248,050	221,341	26,689	10.8
1936-37	579,735	542,068	37,667	6.5	245,054	220,813	24,241	9.9
1937-38	583,941	548,705	35,236	6.0	246,827	223,277	23,550	9.5
1938-39	593,310	560,085	33,225	5.6	253,267	230,417	22,850	9.0
1939-40	592,413	559,779	32,634	5.5	253,839	230,224	23,615	9.3
1940-41	589,714	555,870	33,844	5.7	253,756	230,504	23,252	9.2
1941-42	582,434	551,620	30,814	5.3	250,299	228,230	22,069	8.8
1942-43	564,612	531,272	33,340	5.9	244,967	221,868	23,099	9.4
1943-44	546,353	510,572	35,781	6.6	241,124	217,840	23,283	9.7
1944-45	535,732	502,550	33,182	6.2	234,174	210,596	23,578	10.1
1945-46	544,678	507,379	37,299	6.8	236,844	211,565	25,279	10.7
1946-47	563,421	521,684	41,737	7.4	240,491	212,643	27,848	11.6

II. AVERAGE DAILY ABSENCES, COUNTY UNITS, 1951-52

County	WHITE				NEGRO			
	Average Daily Mbrship	Average Daily Attendance	Average Daily Absence	Per Cent Absence	Average Daily Mbrship	Average Daily Attendance	Average Daily Absence	Per Cent Absence
Alamance	7,129	6,775	354	5.0	2,212	2,140	72	3.3
Alexander	3,080	2,873	207	6.8	344	333	11	3.2
Alleghany	1,642	1,530	112	6.8	39	37	2	5.1
Anson	1,893	1,784	109	5.8	2,156	2,009	157	7.2
Ashe	4,961	4,628	333	6.7	66	60	6	9.1
Avery	3,521	3,321	200	5.7	40	38	2	5.0
Beaufort	3,211	3,026	185	5.8	2,033	1,892	141	6.9
Bertie	2,215	2,041	174	7.9	4,376	3,709	667	15.2
Bladen	4,404	4,011	393	8.9	3,719	3,326	393	10.6
Brunswick	2,984	2,779	213	7.1	1,994	1,887	107	5.4
Burke	15,232	14,379	853	5.6	361	361	0	2.4
Cabarrus	6,338	6,051	287	4.5	294	282	12	4.1
Caldwell	5,446	5,110	336	6.2	798	759	39	4.9
Camden	8,023	7,485	538	6.7	208	195	13	6.3
Carroll	569	537	32	5.6	514	466	48	9.3

Edpress Lists 1953 Educational Events

In an attempt to determine the ten major events of the nation for 1953, *Edpress Newsletter* recently listed a score of events from which editors of educational journals were requested to indicate in 1, 2, 3 order their opinions as to the importance of such events. The events listed by Edpress were:

(1) Juvenile delinquency cases rose sharply during the year causing many school systems to reexamine their part in combatting this blight.

(2) Earl J. McGrath, U. S. Commissioner of Education appointed by President Truman, resigned in anger after disagreeing with the Eisenhower administration over Office of Education budget.

(3) Federal Bureau of the Budget recommended sharp cut in funds for vocational education—a proposal reversed in Congress after a series of sharp debates.

(4) First two educational television stations went into operation in Houston and Los Angeles (May and November, respectively).

(5) Lee M. Thurston accepted post as U. S. Commissioner of Education, but died after only two months in office.

(6) The NEA passed the 500,000 mark in membership for the first time in its history.

(7) Samuel Brownell was named U. S. Commissioner of Education.

(8) Educators debated the effect of the Congressional investigations into "the subversive influences in the educational process" upon freedom to teach and freedom to learn.

(9) U. S. Office of Education suffered series of blows—including Congressional cuts of budget, loss of commissioners and assistant commissioners for vocational education, and other staff members.

(10) Eisenhower administration agreed on a policy of gradual withdrawal of the federal government from established programs such as school lunch, vocational education, and land-grant college assistance—a policy yet to be tested in Congress.

(11) The N. E. A. launched a \$5,000,000 building program to house its headquarters.

(12) Organized labor called for a reexamination of vocational education, charging that it promotes a caste system in education.

(13) The House Un-American Activities Committee and the Senate Subcommittee on Internal Security, after calling some 150 schoolmen and women to testify on inroads of Communism into schools and colleges, announced that at one time some 1500 teachers and professors belonged to the Communist party—but nearly all of these had been removed from their positions by 1953.

(14) U. S. Senate passed a provision to earmark part of revenue from offshore oil for education; but the House killed the measure at the suggestion of President Eisenhower.

(15) Educators recognized importance of introducing foreign languages in the elementary grades.

(16) President Eisenhower ordered an end to segregation in schools operated on Federal Property with Federal funds.

(17) Under pressure from attacks of varying kinds—sincere citizens, propagandists, and foes of education—schoolmen strengthened emphasis on Three Rs.

(18) N. E. A. released a new film, "Skippy and the Three Rs," generally regarded as an excellent public-relations medium for education.

(19) The U. S. Supreme Court reheard arguments on five cases involving segregation in the public schools of South Carolina, Virginia, Kansas, Delaware and the District of Columbia.

(20) The Future Farmers of America, a youth organization, observed its 25th birthday.

(21) President Eisenhower reconstituted the National Security Training Commission and asked the five-member group to report a new UMT plan.

(22) The Housing and Home Finance Agency released \$50,000,000 in loans for building homes for college students and faculty.

(23) U. S. Senate Post Office Committee launched study on educational use of mails.

NASSP Bulletin Features Home Ec.

The October, 1953, issue of the *Bulletin of the National Association of Secondary-School Principals* is devoted to a presentation of "Home Economics in the Secondary School." It was prepared at the suggestion of the Advisory Committee of the Home Economics Education Branch of the U. S. Office of Education to provide principals and other school administrators with a compact reference on home economics as it exists in modern secondary-school programs. The chapters cover such aspects of home economics as philosophy, purpose, and scope; space and equipment; relation of home economics offerings to the total school program and to the community; and opportunities and responsibilities of principals and other administrators. Copies of the publication (No. 196, 248 pp.) are available from the National Association of Secondary-School Principals, 1201 16th Street, N. W., Washington 6, D. C., at \$1.50 per copy.

Boys Become FHA Members

Boys have been admitted to membership in the East Mecklenburg High School's Chapter of Future Homemakers of America organization, according to a recent article in *Future Homemakers*, the State organization's official publication.

Not only are these boys taking an active part in the work of the local FHA Chapter—they serve as an inspiration to the girl members, as the following original poem written by one of the girl members indicates:

This year in our FHA,
We are privileged in a special way;
We have added something new.
Tall, dark, and handsome might give you a clue.

To be in FHA, as in the rule book,
You must journey one year, into the home ec. nook.

Boys have, at last, found a way,
To enter the "girls" FHA.

Home Arts is one course they may take,
And family life will give them a break.
Either of these two give them the right,
To view FHA from an inside light.

If your chapter wants this same privilege as we,

Get busy and work and make out a key,
A key to success and luck on the way,
Just simply this, boys in FHA.

State AHPER Holds Annual Conference

The Sixth Annual Conference of the North Carolina Association for Health, Physical Education, and Recreation was held at Woman's College, Greensboro, December 4-5, 1953.

Some of the topics discussed at this conference were: High School Athletics in North Carolina, Recreation Research, the Well-Rounded Dance Program at High School Level, Activities—Elementary School Level, the Role of Research and Measurement in Health, Physical Education and Recreation—An Interpretation, The Place of Intramurals in the Physical Education Program, Body Mechanics in the Elementary School, Screening and Teaching Techniques, and Health Education in the Schools.

There were a number of participants in the panels and other discussion groups making up the program from the State Department of Public Instruction, higher institutions, and from the public schools.

The following officers were elected: Nell Stallings, East Carolina College, Greenville, President; George Powell, Charlotte, Vice-President; and Taylor Dodson, State Department of Public Instruction, Raleigh, Secretary-Treasurer.

Smith Receives Honor



J. Warren Smith, Director of Vocational Education, has been elected president of the National Association of State Directors of Vocational Education. The honor was conferred on Mr. Smith at the Association's convention held last month at Chicago.

The State Director's convention was held in connection with the 47th annual convention of the American Vocational Education Association, which was also attended by Mr. Smith and Dean J. Bryant Kirkland of State College's School of Education and L. O. Armstrong of State College's agricultural education staff.

Mr. Smith came with the State Department of Public Instruction as Director of Vocational Education in September, 1946. He succeeded T. E. Browne in this capacity. Before coming with the Department Mr. Smith had teaching experience in the public schools of the State and at North Carolina State College.

School Groups Visit State Museum

A total of 840 high school classes and 1,118 other school groups visited the State Museum in Raleigh during the 1950-52 biennium, according to a recent report issued by Harry T. Davis, Director.

These school groups, according to Mr. Davis, varied in size from eight to 190. They came from as far away as Ocracoke and Shallotte in the Eastern section of the State and from Murphy and Warrensville in the Western half.

Committee Finds Poor Physical Facilities

"There has been a gradual but steady growth in both elementary and high school enrollments over the past ten years."

This is how the report of a committee from the Division of School Planning of the State Department of Public Instruction to the local board of education of one of the 74 city administrative units begins.

It continues: "So far as the elementary school enrollment is concerned, this growth has been taken care of by the erection of the X building and the acquirement of the Y building from _____ County. Without the Y building in which to expand, the elementary schools would now be overcrowded. At the present rate of growth, additional classrooms will be needed by next year at all the elementary schools except Y."

But these poor conditions were found as indicated by the following excerpts from the report of the committee:

"At present nine of the classrooms now in use at the _____ school are substandard.

"At least four of the classrooms would no doubt be condemned and their use ordered discontinued, if they should be inspected by the State Fire Commissioner.

"The two classrooms on the second floor of the auditorium building should be abandoned at the earliest possible date. They present both fire and safety hazards."

As to the high school facilities, the committee reported:

"The growth in high school enrollment has led to overcrowding of the present high school building.

"The ground floor rooms now in use at this building are all inadequate and very much substandard.

"The homemaking suite, while well-equipped, does not conform to present recommended standards.

"The classrooms in the old part of the building need rewiring and relighting to provide adequate artificial light sources.

"The lounge room for men teachers leaves much to be desired.

"The toilet rooms for pupils are dark and difficult to be properly ventilated and maintained in sanitary condition.

"The showers, toilet facilities, and dressing rooms for the gymnasium are wholly inadequate.

"The office of the physical education teacher is not much more than a space to place a desk and chair."

But, the committee reports: "Good maintenance and good housekeeping in this, as well as all other buildings of the administrative unit, have rendered

these facilities much more attractive and functional than they otherwise might have been."

The committee was composed of Dr. A. M. Proctor, retired professor of education of Duke University, chairman, A. B. Gibson, superintendent of the Laurinburg City Schools, and W. L. Lathan, educational consultant of the State Department of Public Instruction.

Ohio to Have State Board

Ohio recently approved by referendum a constitutional amendment providing for a State Board of Education. At its next session, the General Assembly will enact laws under which the board will be set up. The board will name the State Superintendent of Public Instruction.

Council Releases Aviation Booklet

The first of a series of pictorial booklets designed to acquaint students of elementary and secondary schools with the principles of aviation has been released to educators throughout the country by the Planning and Advisory Board of the National Aviation Education Council.

Prepared by Miss Frances George, a first grade teacher at the Brightwood School, Washington, D. C., the attractive 32-page booklet is the initial output of a program which provides teacher-prepared classroom materials to teachers in their efforts to help youth live more intelligently by understanding the influences of the air age. Entitled "Look To The Sky," the first booklet is to be used as a reader in kindergarten and first grade classroom group work to develop student understanding and increase reading skills by its presentation of the basic concepts of powered flight.

Pictorial contents of "Look To The Sky" cover such subjects as types of airplanes; uses of planes; airport operations, and weather. The last eight pages list questions and information which will stimulate discussion. For example, the question is raised: "What can airplanes do besides carry people?" Pictorial representation in the early part of the booklet partly answers this question with drawings of planes engaged in rescue work, ambulance duty and fire patrol.

Miss George's preparation of the first booklet was passed upon by an Evaluation Committee of education consultants, administrators and classroom teachers to effect a screening of ideas and presentation from all educational angles.

Fund Offers 250 Faculty Fellowships

The Fund for the Advancement of Education is again offering approximately 250 Faculty Fellowships for the academic year 1954-55 to college teachers throughout the United States, according to a recent announcement by Dr. Clarence H. Faust, President of the Fund.

The purpose of this program is to enable promising teachers to broaden their qualifications for teaching in their respective fields as part of a program of liberal education. Efforts will be made to seek out those teachers who are judged to have the greatest possibility for growth and development rather than those who have already achieved recognized prominence in their fields. The Fund expects, as a result of these fellowships, to strengthen college teaching in the United States.

Each fellowship provides a grant approximately equivalent to the salary of the recipient plus certain expenses. Candidates should be men and women between the ages of 30 and 45 who have been teaching steadily for several years, and each must be nominated by his institution. An institution of less than 600 undergraduates may nominate two candidates; institutions of 600 to 1500 undergraduates may nominate three; and institutions with more than 1500 may nominate four candidates. In each case, the institution nominating the candidate agrees to continue the recipient in his teaching career in 1955-56, and if possible, to replace him during his year as a Fellow.

Fellowships are available in the humanities, the social sciences and the natural sciences, but not in the technical or professional subjects, and the Committee on Faculty Fellowships, which administers this program, will consider any proposal which aims at broadening and improving the candidate's capacity to make his work a more vital part of liberal education. These fellowships are not intended to provide for the completion of doctorate study as such, or support private and individual research projects, except as they bear directly upon, or are subordinate to, the effort to improve the candidate's teaching. Preference will be given to those candidates who, in addition to showing promise as outstanding teachers and scholars, are judged to possess the character and personality to become centers of influence upon their home campuses.

Application forms and full information concerning this program are in the hands of the presidents of all colleges and universities in the United States. Applications must be submitted by January 31, 1954, and announcement of the awards will be made on or about

Million Dollars Left in 1949 Building Fund

There remains \$1,049,176.25 not yet allotted by the State Board of Education in the State School Plant Construction Improvement and Repair Fund of 50 million dollars provided by the General Assembly of 1949. This is the status of the Fund as of January 1, 1954.

The original Fund consisted of 25 million dollars, appropriated by the General Assembly and 25 million realized from the sale of State bonds voted by the people for school building construction. The \$48,950,823.75 which has been spent or for which commitments have been approved is divided as follows:

For bond sale expense	\$ 15,000.00
For administration	125,000.00
For schools construction	48,810,823.75
White schools 56.6%	27,623,130.07
Negro schools 42.6%	20,787,969.18
Indian schools .8%	399,724.50

According to John L. Cameron, Director of the Division of School Planning, State Department of Public Instruction, under whose direction the various building projects have been recommended for approval for State aid, the State Board of Education will begin to make allotments from the new 50 million dollar fund provided by the General Assembly of 1953 just as soon as the administrative details covering the allotment of such funds have been worked out. Already 20 million dollars of the 50 million voted have been sold by the State Treasurer in order that there will be no let-up in the construction of needed school facilities.

1953-54 Directory Is Available

The 1953-54 Educational Directory has come from the press, and has been distributed to all superintendents and to all others making request for this publication, according to L. H. Jobe, who compiles this bulletin annually.

The Directory is distributed free to all persons engaged in school work. To commercial people, however, the price is \$1.00 per copy.

April 8, 1954. Application forms and further information may also be obtained from The Committee on Faculty Fellowships, The Fund for the Advancement of Education, 575 Madison Avenue, New York 22, New York.

Supt. Spikes Honored

Burlington's new high school for Negroes, scheduled for completion next April, has been named "The L. E. Spikes High School" in honor of the city's school superintendent, Dr. L. E. Spikes, according to R. R. Isenhour, chairman of the city school board.

In making the announcement regarding the naming of the school for Dr. Spikes, Mr. Isenhour stated that the action originated with the Negroes themselves. He stated that the board gladly accepted the recommendation made by these citizens and felt in so doing high tribute was being paid to Dr. Spikes for the time and abilities which he had devoted to the improvement of facilities for Negro education.

"The school is an outstanding step forward in our system here," he said. "It is a good, practical building, and I'm sure will be recognized as one of the outstanding buildings of its type in the State."

Dr. Spikes, a native of Durham County, became superintendent of the Burlington schools in 1936. He began his career as a teacher and coach of the Candler High School, Buncombe County, later served as principal of Central High School in Rutherford County and then superintendent of Rutherfordton-Spindale schools in the same county. He received the A. B. and M. A. degrees from Duke University. He also received the M. A. degree from Columbia University and the Ph. D. degree from Peabody College.

Patriotic Order Sponsors Contest

The third annual Oratorical Contest, sponsored by the North Carolina State Camp, Patriotic Sons of America, has been announced by D. W. McCulloch, State Secretary, Lexington, N. C.

This contest is open to students in grades 10-12. It is designed to be beneficial to the students who enter by helping them to think in terms of patriotism and develop themselves in giving expression to their thoughts. Literature including application blanks have been sent to high school principals. The State winner will be awarded \$75 in cash. Certificates and smaller cash prizes will be awarded to local winners.

The State Committee consists of W. H. Ferguson, Chairman, Statesville; Hugh G. Mitchell, Statesville; D. W. McCulloch, Statesville; and H. Watt Houch, China Grove.

The Patriotic Order Sons of America is a fraternal organization which has as one of its objects, "To defend and maintain the American System of Public Schools." It celebrated its 106th anniversary on December 10, 1953.

Fund Establishes Fellowship Program

The Fund for the Advancement of Education has established a national fellowship program for high school teachers in the public schools throughout the United States. Clarence H. Faust, President of the Fund, announced recently. The program is designed to provide an opportunity for the exceptional and still developing teacher to realize more fully his maximum potential.

Approximately 300 awards will be made to permit the recipients to devote a full year away from the classroom to activities which will extend their liberal education and improve their teaching abilities. Every high school classroom teacher not more than 50 years of age and with at least three years of teaching experience is eligible to apply.

The responsibility for designing the year's program rests primarily on the candidate. It has been found, through a two-year fellowship program, that a large number of able and imaginative public high school teachers will have, by such a self-designed year's program, an opportunity to reassess their specialized fields and make both themselves and their teaching more stimulating to their students.

This might be accomplished, for example, by an imaginative program of study, reading, or other original work, possibly carried on in conjunction with other secondary schools, colleges, universities, government or industry; or by spending the year studying or working with a person or persons doing creative work.

Because this fellowship program is concerned primarily with the broadening of the individual, it is *not* designed to include those types of specialized activity in which the teacher has traditionally engaged during the summer months or during previous years away from the classroom, such as taking additional courses toward a graduate degree in a major subject or field in which the teacher has already had extensive training, or courses for credit in professional education.

In accordance with procedures developed, nominations for these awards will be submitted by local committees appointed by superintendents of schools throughout the country. Detailed instructions and application forms have been distributed to all superintendents, and the quotas for nominations have been set based upon population served by the school districts.

The amount of each stipend will be established upon consideration of several factors, including the recipient's regular salary, the nature of his program, and the total funds available.

Inquiries concerning this program should be addressed to the National Committee on High School Teacher Fellowships, the Fund for the Advancement of Education, 575 Madison Avenue, New York 22, New York. Individual applicants should not apply directly to the Committee but only to their superintendent of schools or local nominating committee. Applications must be received by the National Committee not later than March 1, 1954, and announcement of awards will be made on or about April 15.

Dr. Joyner Visits State Department

Dr. J. Y. Joyner, North Carolina's only living ex-State Superintendent of Public Instruction, visited the State Department of Public Instruction one day during the week before Christmas.

Dr. Joyner, now 91 years old, was State Superintendent from February 19, 1902, until December 31, 1918. While in Raleigh, he called on the present State Superintendent, Charles F. Carroll, and several other members of the staff of the Department.

Local Committee Groups

An organization of school committees and members of the board of education for each county of the State would provide an important agency for improving the public schools. So declared Dean Guy B. Phillips, executive secretary of the North Carolina School Boards Association, in a recent statement.

"Boards of education and district committees have extremely important functions in the operation of the public school," Dean Phillips said. "Education, though a responsibility of the State, is delegated to the local communities for their operation. Boards of education with the help of local committees are the agencies through which the public schools are operated. This being so, it is highly desirable that the members of local school boards and district committees be as well informed as possible concerning the total educational program.

"A local organization of such board and committee members will contribute materially to their knowledge about the various aspects of a growing public school system. Some of the services that such an organization may render the local community are the following:

Transportation Record System To Be Installed

Meetings of superintendents, bus mechanics, and clerical employees were held in seven areas of the State last month to plan the installation of a system of records for the transportation system of the State.

These meetings were held at Asheville, Wilkesboro, Concord, Greensboro, Clinton, Nashville, and Washington. C. C. Brown, Director, Division of Transportation, and A. C. Davis, Director, Division of Auditing and Accounting, from the Controller's Office met with each of the local groups to explain the record system devised earlier by a State Committee of superintendents and chief mechanics.

The installation of the cost and record system was authorized by the State Board at its November 5, 1953, meeting. At that meeting a schedule of salary allocations for property and cost clerks was approved, as follows:

No. Busses	Type of Position	Rate
0-29	Part-time	\$ 675.00
30-49	Part-time	1,350.00
50-74	Part-time	2,025.00
75-plus	Full	2,700.00

Help Improve Schools

Provide information to parents, communities and the State as to what the county's schools are doing, as well as information about the needs of the schools.

Act as a clearing house or agency to keep individual members informed on important developments in the field of education.

Help secure county-wide cooperation among its members in solving school problems.

Exchange ideas and discuss school problems and school practices within the various districts.

Conduct a program of "on-the-job" training for district committeemen.

Conduct an orientation program for newly elected members of school boards and district committees.

Encourage the development of written policies by boards of education and district committees.

Develop a local handbook for district committees.

Establish desirable operational standards and encourage efforts to meet those standards.

Promote the best education possible for all the children within the county.

"Thank God for South Carolina" Again

North Carolina ranks next to South Carolina from the bottom among the states in the number of college students (residents of the State) in relation to total population, according to statistics released by the U. S. Office of Education.

In North Carolina 1 out of every 95 of the total population was a college student in 1949-50. In South Carolina 1 out of every 98 of its population was a college student that year. Or stated another way 105 of every 10,000 population in North Carolina was a college student that year as compared with 102 in South Carolina.

Utah ranked first in this respect with 1 out of every 33 of its state population being a college student in 1949-50. States ranking next to Utah were: New York, Idaho, Colorado, Kansas, Oklahoma, Washington, California, and Montana. States ranking low and next to North Carolina were: Maine, Mississippi, Kentucky, Alabama, Tennessee, Georgia, Arkansas, and Virginia.

Among the 17 states that have segregated schools the number of Negro students enrolled in college per each 10,000 of Negro population ranged from 23.6 in Mississippi to 93.3 in West Virginia. North Carolina had a ratio of 66.0 in this respect, fifth among these 17 states. Texas with a ratio of 92.4. Maryland with 78.9, and Florida with 77.5, ranked second, third and fourth, respectively, in this comparison.

Church Council Gives School Views

Views on schools and other matters of interest to educators were set forth recently in a "Letter to the Christian People of America" by the National Council of Churches of Christ.

Views expressed by this national organization were as follows:

1. Religion "must be placed at the heart of higher education," to halt trend toward paganism.
2. Bible readings should be promoted in public schools.
3. Christians have responsibility to support U. N. against "mounting criticism."
4. The "moral and cultural atmosphere" in public schools should be intensified to make pupils "Aware of the heritage of faith upon which this nation was established."
5. Religious bodies should be free to maintain schools, but "should accept the responsibility to provide the full support for these schools."

New York State Has Building Problem

More than 207,500 children out of approximately 1,000,000 attending public schools in upstate New York were affected by a lack of school buildings during the school year 1951-52.

This number of children, it is learned from a study made by the New York State Department of Education, had to be cared for in churches, residential property, club rooms, and business property. Some were cared for by increasing class sizes or by organizing double or triple sessions.

Michigan Promises Community Colleges

Two years of education beyond the 12th grade will be made available to the boys and girls of Michigan in the not too distant future, according to Dr. Clair L. Taylor, State Superintendent of Public Instruction, in a recent address.

Explaining that this will be accomplished by community colleges, Dr. Taylor said that he saw no reason why every child in Michigan who wishes it should not have the opportunity to extend his education beyond the 12th grade.

Rosenstengel Outlines School Board Policies

In a Q and A form, the nature and function of school board policies are outlined and classified by Prof. William E. Rosenstengel of the University of North Carolina in the *North Carolina School Board Association Bulletin*, for November, 1953.

This outline follows:

Q. What are policies?

A. Policies are, in effect, laws governing the unit of administration.

Q. What policies may a board of education adopt?

A. The board of education is responsible for the administration and operation of the school system and may adopt any policy which does not conflict with the laws of the state or the rules and regulations of the state board of education.

Q. What is the purpose of a set of policies?

A. To guide the board itself in its relationships to the administrative officers and to the school system as a whole and to guide the employed personnel in their work.

Q. Are by-laws and policies the same thing?

A. They are not usually thought of as being the same. By-laws are simple, brief, and specific statements which set up clearly the duties of the officers of the board and the procedures by which the board will transact its business.

Q. Are policies of the board of education considered the same as the set of Rules and Regulations of the Board?

A. Yes, they are usually considered the same.

Q. Should the policies be in regular bound books?

A. No, a loose-leaf book is more satisfactory because there is a need for revising the policies from time to time.

Q. When should a policy be changed?

A. A policy should be changed when a board's objectives, purposes or operating beliefs have changed on a particular subject.

Q. Upon what basis does a board of education make a policy?

A. A policy is made whenever there is a need for the board to express its objective, purpose or operating belief on a subject.

Q. From what source or sources do policies originate?

A. A policy may originate from a member of the board, administrative officers, teachers, non-teaching personnel, pupils, or citizens of the community.

Q. If a board member is interested in a certain problem which might become a policy, how would he proceed to get it before the board of education?

A. He might bring it up for discussion before the board. Before it is passed it should be referred to the superintendent for study. The superintendent should confer with those persons who would be affected by such a policy and have their recommendations and then report his findings to the board.

Q. What are some of the areas on which policies are made?

- A.**
1. Community use of school facilities.
 2. School attendance areas.
 3. Employment procedures including qualifications and salaries.
 4. Budgetary procedures.
 5. Fund raising through the schools.
 6. Use of school's buses.
 7. Who shall be transported.
 8. Fees charged pupils attending school.
 9. Probation, suspension and expulsion of pupils.
 10. Organization of school system.
 11. Duties of employees.
 12. All other problems which may seem advisable.

The Attorney General Rules . . .

Local School Funds Separate Accounts

In reply to inquiry: I have your letter of September 28th in which you quote from a letter received by you from the Superintendent of Schools in _____ as follows:

"The following is a quotation of a letter from the Board of County Commissioners, _____ County, North Carolina.

"The Board of Commissioners of _____ County, N. C., at their meeting on Thursday night, July 16, passed the following resolution:

"Upon motion of Mr. _____, seconded by Mr. _____, and carried, the Board passed a resolution requiring the _____ City School Administrative Unit and the _____ City School Administrative Unit to keep the Special School Tax Levy for each of these units in a separate account, beginning July 1, 1953 and thereafter.

"The Board would like for this special school tax levy to be kept in a separate account so that records will show the exact purpose for which the funds derived from this levy are used."

"In the light of School Law Section 115-368, Paragraph No. 3, Records and Reports, we should like to have your advice and counsel in this matter. We shall appreciate hearing from you at your very earliest convenience."

The funds in question are the proceeds of a special tax levied pursuant to the provisions of G. S. 115-361. G. S. 115-363(a) provides that the Board of Trustees of a city administrative unit shall make a budget based upon these supplemental funds, which budget is filed with the tax levying authorities. In this case the tax levying authorities are the County Commissioners. Upon approval by the Commissioners and the State Board of Education, the tax is levied by the commissioners and collected as other taxes are collected. This same section provides that the budget shall be shown in detail upon the minutes of the county commissioners and the tax receipt shall show upon the face thereof the purpose of said levy. G. S. 115-165(2) stipulates that unless otherwise provided by law, the Board of Trustees of a city administrative unit shall appoint a treasurer for all the school funds of such city administrative unit. G. S. 115-366 provides that the Treasurer shall be required to give bond to guarantee the safety of these funds. G. S. 115-368(2) provides that such funds shall be paid out only on

warrants signed by the chairman and the secretary of the Board of Trustees.

G. S. 115-368(4) is evidently the section intended to be referred to by Superintendent _____ instead of Subsection 3. This section provides that the State Superintendent and the State Board of Education shall have the authority to make rules prescribing the manner in which records shall be kept by city and county administrative units as to the expenditure of funds derived from local sources and to prescribe for making reports thereof to the State Superintendent. G. S. 115-369(2) provides for annual audits of these funds under regulations of the Board of Trustees and the State Board of Education.

From all of the foregoing it would seem that as a bookkeeping proposition the proceeds of a supplemental tax voted by the people in conformity with the provisions of G. S. 115-361 should be kept separate from all other school funds and a complete record of the purposes for which such funds are expended should be available at all times to school authorities and the tax levying authorities. Still I find no requirement to the effect that these funds shall be kept in a separate bank account. As a matter of fact I have the impression that the practice throughout the State is for all local school funds to be deposited in one account, but, as a bookkeeping matter, separate code numbers are kept to indicate upon what particular funds each check or warrant is drawn. Compliance with the statutes quoted above would seem to be sufficient safeguard of these funds. It is thought that the foregoing records will disclose at all times the exact purposes for which such funds are being used. If this office can be of further assistance in this matter, please do not hesitate to call upon us. —Attorney General, October 2, 1953.

District in Which Child is Required to Attend; Residence

In reply to inquiry: I have your letter of September 15th in which you quote as follows from a letter received by you from the Superintendent of _____ County Schools:

"The question has arisen before the _____ County Board of Education as to the legal residence of a school child and how her school attendance may be affected under the school law relating to residence and school attendance.

"The parents of a school child had lived in District "A" for many years. They own and operate a business in which both parents at the present time work daily. They vote in the voting precinct within School District "A." Because of an aged mother who lived alone, it became necessary for the parents of this child to spend the nights and Sundays at the old homeplace located in School District "B." Both parents continue to commute daily between their business located in School District "A" and the old homeplace located in School District "B." They have enrolled the child in the school in District "A."

"I shall appreciate it if you will obtain from the Attorney General of North Carolina a ruling as to the legal residence of the child in question as it may apply in determining the school she should attend under the law relating to residence and school attendance."

G. S. 115-352 provides that school children shall attend school within the district in which they reside unless assigned elsewhere by the State Board of Education. G. S. 115-213 points out what persons residing in particular school districts shall be entitled to the privileges and advantages of the public schools of such districts. Subsection (b) lists "All children whose parents have recently moved into the district for the purpose of making their legal residence in the same."

In many statutes and constitutional provisions the term "legal residence" has been construed to mean "domicile." In the case of *STATE v. GRIZZARD*, 89 N. C. 115, tried in Halifax County in 1883, our Supreme Court was construing the term "residence" as used in Article 6, Section 2 of the State Constitution dealing with qualifications of voters. In that case the Court said:

"Residence, as the word is used in this section in defining political rights, is, in our opinion, essentially synonymous with domicile, denoting a permanent as distinguished from a temporary dwelling-place. There may be a residence for a specific purpose, as at summer or winter resorts, or to acquire an education, or some art or skill in which the *animus revertendi* accompanies the whole period of absence, and this is consistent with the retention of the original and permanent home, with all its incidental privileges and rights. Domicile is a legal word and differs in one respect, and perhaps in others, in that, it is never lost until a new one is acquired, while a person may cease to reside in

(Continued on page sixteen)

LOOKING BACK

5 Years Ago

(N. C. Public School Bulletin, January, 1949)

Jean Patrick Booth, Superintendent of the Kinston city administrative unit, is serving as an officer of Rotary International, world-wide service organization, for the fiscal year 1948-49.

Superintendent B. D. Dunn of the Granville County schools was recently elected to head Chowan College, a junior Baptist institution located at Murfreesboro.

T. Carl Brown, Supervisor of Distributive Education for North Carolina, was elected president of the National Association of State Supervisors of Distributive Education at the annual meeting of the American Vocational Association which met in Milwaukee on November 30-December 3, 1948.

10 Years Ago

(N. C. Public School Bulletin, January, 1944)

H. Arnold Perry, Associate in the Division of Instructional Service of the State Department of Public Instruction, has been granted the degree of Doctor of Education by Columbia University.

Nathan H. Yelton, comptroller for the State Board of Education, was ordered to report to Fort Custer, Michigan, on December 26 for active duty in the armed services.

In a recent letter **W. Z. Betts**, Director of the Division of Purchase and Contract, advised State Departments, Institutions and the public schools that the Federal 3% transportation tax did not apply after December 1, 1943.

15 Years Ago

(N. C. Public School Bulletin, January, 1939)

The offices of the State Department of Public Instruction including the State Textbook Commission were moved just before Christmas to the third floor of the State Office Building, newly completed granite structure at the northwest corner from the Capitol square.

Governor Clyde R. Hoxey opened the second annual meeting of the North Carolina Adult Educational Council in Raleigh on December 7th.

The Master Teacher of vocational agriculture for North Carolina for the year 1937-38 was **A. G. Bullard**, Bethel Hill High School, Person County.

On November 22 the voters of the Kinston administrative unit voted a special tax, not to exceed 15 cents on the \$100 value of property, to extend the term to nine months.

JANUARY						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 31	25	26	27	28	29	30

Join the
MARCH OF DIMES
January 2 to 31

IT WILL TAKE MORE IN '54!

Continued from Page 15

one place and have no fixed habitation elsewhere."

Superintendent _____'s letter indicates that the parents of the child in question are residing in District "B" only temporarily without any intention of making District "B" their "legal residence" or "permanent home." They are still domiciled in District "A," domicile denoting a permanent dwelling place to which a person when absent always intends to return.

Answering Superintendent _____'s question directly. I am of the opinion that the child in question is entitled to attend school in District "A," the domicile of the parents. —Attorney General, September 18, 1953.

Doctor Gobbledygook Says:



"The etiology of personal maladjustment determinant values in this complex may be affected in intricate manner by the ebb and flow of other factors, both endogenous and exogenous."

MAKING TODAY'S NEWS

Wayne. A driver's education course for students of four high schools in the Mount Olive area will begin Monday, November 16, with William Fountain of Warsaw as instructor. —Goldsboro NEWS-ARGUS, November 14, 1953.

New Hanover. New Hanover County Schools have received more than 1,100 cases of U. S. surplus commodities worth \$15,877 since late August. —Wilmington STAR-NEWS, November 8, 1953.

Rowan. Dr. Charles F. Carroll of Raleigh, State Superintendent of Public Instruction, will be guest speaker here tonight at the annual dinner meeting of the Rowan County Unit of the North Carolina Education Association. —Salisbury POST, November 10, 1953.

Wake. Installation of officers of the Wake County Future Teachers Association, which is made up of Future Teachers Clubs at the 10 high schools of the county will take place today. —Raleigh NEWS AND OBSERVER, November 23, 1953.

Catawba, etc. Superintendents, supervisors and school principals, representing school systems in Catawba and nine surrounding counties, were on hand at the Hickory Junior High School Thursday night for the organizational meeting of a school leader's club in this section of the State. —Hickory RECORD, December 4, 1953.

Elkin. Dr. Charles F. Carroll, State Superintendent of Public Instruction, will be guest speaker at a meeting of the Elkin unit of the North Carolina Education Association at 7:30 p.m., Tuesday in the Elkin Elementary School auditorium. —Elkin TRIBUNE, December 3, 1953.

New Hanover. The Peace Education Workshop today from 2:30 to 9:30 p.m. has three main sessions on how to work for world peace through children, young people and adults. —Wilmington NEWS, December 4, 1953.

Leaksville. Lieut. Governor Luther H. Hodges of Leaksville, who is also chairman of the North Carolina Board of Education, addressed the November 19 meeting of the local chapter of the NCEA in the Administration building. —Leaksville NEWS, December 3, 1953.

Former State Superintendent Joyner Dies

Dr. James Yadkin Joyner, North Carolina's only living ex-State Superintendent of Public Instruction, died at Lenoir County Memorial Hospital on January 24.

The 91-year-old educator became ill at 3:30 p.m. Saturday at the home of his son, James N. Joyner, with whom he lived in La Grange. His other son, William T. Joyner lives in Raleigh.

Dr. Joyner was State Superintendent of Public Instruction from February 19, 1902, to December 31, 1918, almost seventeen years. He was appointed to that post by the late Governor Charles B. Aycock, best known as North Carolina's education governor.

Dr. Joyner attended La Grange Academy and was graduated from the University of North Carolina in 1881. Upon graduation from that institution he returned to the academy as its principal. In 1882 he became superintendent of schools for Lenoir County. A year later he accepted a position to teach at Winston-Salem. While there he studied law and in 1886 was admitted to the bar. He began his practice in Goldsboro.

The educator's law practice covered a period of three years. In 1889 he was elected to the superintendency of the Goldsboro Graded Schools, in which capacity he served for four years. In 1893 he became Professor of English Language and Literature at the State Normal and Industrial College, now Woman's College, Greensboro. He had served at this institution nine years when he was asked by Governor Aycock to fill out the unexpired term of State Superintendent Thomas F. Toon, who had just died.

As State Superintendent

At the time Dr. Joyner became Superintendent, the public schools of North Carolina were among the poorest in the nation. The Constitution required that there should be a four months term

only; school teachers were poorly trained; salaries were meager; and many of the schoolhouses, especially in the rural districts, were log cabins.

The records show that much was achieved in public education during the seventeen years that Dr. Joyner headed the public school system. Some of the highlights of his administration are the following:

First, was his work as a member of the Executive Committee of "The Campaign for the Promotion of Public Education in North Carolina." This campaign for better schools was carried out by speeches of the committee and others, by articles in the press, and by sermons by ministers.

Second, upon Joyner's recommendation, the funds that had accumulated in the State Treasury from the sale of lands belonging to the State Board of Education and from other sources were set aside by the General Assembly of 1903 as the State Literary Fund, to be used as a loan fund for building and improving public schoolhouses. This fund, which amounted to about \$200,000 in the beginning, has gradually increased until now it amounts to more than \$2,300,000.

A *third* outstanding beginning in the field of public education made during Joyner's administration and upon his urgency was the law making provision for the establishment of the public high schools of the State.

A *fourth* important high mark that occurred during Joyner's administration was the Supreme Court decision which overruled the famous *Barksdale v. Commissioners of Sampson County* case requiring that the county commissioners must levy a special tax on all property to provide the funds necessary for operating the public schools for the four months constitutional term in case State and county funds from all other sources were insufficient to meet the constitutional requirement.

Fifth. Another advanced step was made in 1911, when the Legislature passed an act to promote the teaching of agriculture and domestic science in the public high schools of Guilford County. This law, which was made applicable to any county in 1913, is important in that it is the forerunner of the expanded Federal-State program of vocational education started in 1917 under the Smith-Hughes Act and now being carried on as an essential part of the State's program of public education. Before this new program started there were 19 of these farm-life schools, as they were called, already established and plans were being made for others.

Sixth, several school laws passed by the Legislature of 1913 need to be pointed out as other important educational milestones that occurred while Joyner was State Superintendent and as a result of his recommendations.

1. The Legislature of 1913 changed the method of distributing State aid by requiring the counties to show that they had provided funds for a four months term before they were permitted to participate in the Equalizing Fund. A Statewide property tax of 5 cents from which was realized the sum of \$401,015.72 was levied. The purpose of this change in the law was to lengthen the school term, to provide a six months term insofar as possible.

2. A second forward step made by the General Assembly of 1913 was the "Act to make school attendance compulsory" for children between the ages of eight and twelve years.

3. A companion law to this act was the prohibition of children under twelve years of age from being employed in factories, and those between 12 and 13 years of age only as an apprentice and only then after having attended school for four months.

4. This was the year also, as already had been stated, that the Guilford County Act was made State-wide.

(See Joyner, Page 4)



Superintendent Carroll Says . . .

Much has been written and said about the importance of understanding children. Little has been said about the importance of children understanding their teachers. The two are of equal importance. We shall never comprehend too fully the compelling necessity of mutual understanding as a prelude to successful teaching and gainful learning.

Many factors, reflecting individuality, will be revealed as we probe into the minds and hearts of children. This search invariably establishes the truth of an old assumption—namely, that children are all alike and all different. Most all children respond to food, clothing, and shelter; to love and affection; to praise and recognition; and to desires for physical maturity. The good teacher recognizes these typical characteristics and provides for their natural acceptance within the pattern of her own personality and her classroom organization.

It is in the area of recognizing differences, as opposed to similarities, that much remains to be accomplished. The most distinguishing differences apparent to teachers are found in the varying degrees of intelligence, native ability, and aptitude among children. A recent survey shows that about one per cent of school-age children have an intelligence-quotient above 135; about fifteen per cent fall between 110 and 135; about sixty-eight per cent range between 90 and 110; and the remaining sixteen per cent fall under 90. Many studies substantiate the presence of these differences among normal groups of children. It is important to discover these differences; it is of equal or more importance to recognize these differences in our teaching programs. Individual differences demand instructional differences.

We have made remarkable progress in the instructional phase of our school operations. We can attribute much of our gain to the fact that we are teaching children as individuals. This trend is commendable and should be encouraged by our administrators and supervisors. The most complimentary comment which we should covet from our students is the simple statement, "she understands me."

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CHARLES F. CARROLL
State Supt. of Public Instruction

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Ye Editor Comments...

Emphasize the Positive

There is a great deal of criticism, both fair and unfair, about the public schools of this State and of the country as a whole. It is not always easy to separate criticisms which are true from those which are grossly misleading. School people themselves sometimes criticize phases of the schools in their efforts to point out weaknesses and to indicate where they need strengthening. This is what we call fair criticism, for no people know better than school people that the schools are not perfect. Their work is with the schools; they are continuously studying how the schools may be improved. It is a part of the educational process in a democratic society to strive for a better life; it naturally follows that education must be continuously improved in order to approach or achieve better living. It is a part of the democratic way, therefore, to criticize in order to improve.

We sometimes wonder, however, if by our criticisms we do not overemphasize, or at least open the way for unfair criticisms. Perhaps, we should more often emphasize the positive. North Carolina, as we all recognize has made much improvement in public education within recent decades—a longer school term, the extension of the program to twelve years, the extension of physical facilities and vocational education. A visit to the classrooms themselves in most schools will show the improved difference between yesterday's and today's program of instruction. After all is said, we do know from census reports that the average education of the State's population tends to increase insofar as formal education is concerned.

Strange Editorial

Our attention is called to an editorial which appeared recently in one of the daily papers. We can see no basis for the unfriendly remarks which it makes concerning the National Education Association. It reads thus:

"North Carolina, according to the infallible appraisers of the National Education Association, needs 191 million dollars worth of new school buildings for proper housing of next year's school population. Maybe so; but North Carolinians need not feel alarm.

"Actually, North Carolina is doing rather well in catching up with the physical needs of its public school system. The figure 191 millions, in the first place, is very likely an ideal—an ideal by "empire builders." In the second place, it is not so far removed from reality as it may sound when rolled on an awed tongue. (What does this mean?)

"North Carolina's people have just voted \$50,000,000 for school construction. That will make a pretty good bite out of the theoretically adequate figure.

"Perhaps the National Education Association, which, in the opinion of some people, has a way of swelling

need estimates and magnifying our educational shortcomings and which, to some, also, has some unacceptable ideas on public education, is too little inclined to give the states and the people credit for what progress they are making.

"A little attention by the N. E. A. to the manner in which North Carolina has expanded and developed its educational system since the turn of the century and particularly since World War I and some study of its present attitude and activity in the field of public education at the present time might bring about on the part of the association a little less condemnation and a little more appreciation."

We can't see what inspired an editorial like this. It is a matter of fact, determined by survey by North Carolina school people that there is a need for \$193,792,000 worth of school facilities. This survey was determined a year ago in anticipation of the need as of September, 1953. This appears to be the point on which this editorial bases its criticism of the NEA. It's a strange editorial, we think.

Twentieth Century Minutemen

A presidential commission has prepared new recommendations for universal military training. The title of this commission's report is "Twentieth Century Minutemen."

Quotations from this report read:

"A plane can fly from Europe to America and back in less time than it took our ancestors to take a long day's journey on horseback. Eighty years ago the frontier was the woods at the edge of the clearing. Today it is the air above us and the seas around us. The danger is the same; only the weapons have changed.

"When our citizens in the early days of this nation were forced to live with danger, they prepared themselves for it. . .

"One of our earliest traditions was the Minuteman, his powder dry, his musket oiled. He helped give us our nation and our heritage. Today, once more, there may be no real security from attack, but there can be preparedness. . . We can train and have ready our twentieth century Minutemen."

This is preliminary to a proposal for a battery to decide which young men should go into armed services as draftees (for active service) and which would go into the training camp (for six months' compulsory training).

Of course nothing will be done as to this report by Congress since this is an election year. However, for arguments sake, it would seem the preparedness recommended should be in keeping with twentieth century conditions. Assuming that preparedness is the only answer, we doubt that any six months compulsory training will provide it. Such "preparedness" might well be unpreparedness of the grossest sort.

Joyner — Continued

Seventh. The year 1917 marks another period in our history when educational progress was made.

Two acts of special importance stand out: (1) The law which provided for the submission to the people of a constitutional amendment extending the minimum term to six months. This law was voted in 1918 and put into effect beginning with the school term of 1919-20, the school year following Joyner's resignation. (2) The law which provided for the appointment of a State Board of Examiners to have control of the certification of teachers. The work of this Board was transferred to the State Board of Education in 1921.

Other Connections

Dr. Joyner's leadership in public education in North Carolina gained for him not only State but national recognition. Already, before he became State Superintendent, he had been president of the North Carolina Teachers Assembly. He was Chairman of the Sub-textbook Commission of North Carolina in 1901. He served as Secretary of the Association of State Superintendents of the Southern States from 1903 to 1907, and was President of that organization from 1907 to 1912. And he was President of the National Education Association in 1910.

In 1908, his alma mater conferred upon him the LL.D honorary degree.

After his retirement as State Superintendent, Dr. Joyner engaged in business, first as an insurance salesman and later as a farmer. At one time, he was president of the North Carolina Convention of Farmers and Farm Women. He also served as a director of the Tobacco Growers Association in 1922, and was active in the promotion of farm organizations and the development of co-operatives.

Not only during the years while he was State Superintendent, but after he returned to his farming interests, Dr. Joyner advocated and campaigned for agricultural instruction in the rural schools of the State. He was instrumental in the promotion of the comprehensive program of vocational education which we now have, and he was a member of the first State Board for Vocational Education.

In 1943 he appeared before the General Assembly in the interest of the law which now provides for a State-supported school term of nine months. This is a far cry from the meager four months term stipulated in the Constitution when he became

Teachers Paid Average \$3,085.10 in State Funds

North Carolina's 27,804 public school teachers paid from State funds received an average annual salary of \$3,085.10 for the school year 1952-53.

These figures do not include vocational teachers, principals, and supervisors. Neither do they include any teachers employed and paid entirely from local funds, nor supplemental funds paid to those paid from State funds. Supplemental salaries paid to some teachers would increase the annual amount paid teachers from State funds an average of from \$70 to \$100.

The 7,878 Negro teachers paid from State funds received an average of \$3,151.99. Average paid white teachers was \$3,058.65 annually.

Divided as to elementary and high school the annual average salaries paid were:

White elementary	\$3,067.72
Negro elementary	3,182.80
White high school	3,028.23
Negro high school	3,019.05

Principals were paid an average of almost \$5,000 annually from State funds. Principals of white schools received an average of \$4,945.79, whereas principals of Negro schools received \$4,993.47 on an average.

High school principals were paid more than elementary principals, the averages being:

\$4,567.44 for white elementary principals
\$5,229.85 for white high school principals
and
\$4,672.03 for Negro elementary principals
\$5,235.28 for Negro high school principals

Supervisors received an average of \$3,920.68 for a year of 10 months—white supervisors \$3,901.03; Negro \$3,960.68.

Superintendent, and that only partly supported from funds appropriated directly from the State Treasury.

At the time of his death, Dr. Joyner was looking after his farming interests at La Grange. Although not as vigorous physically as he once was, his mind was keen till the day of his death. Nothing pleased him better than to reminisce about the early struggles for public education in North Carolina. Dr. Joyner was respected, honored, and loved by all who knew him. Truly, no history of the State will be complete without recording his name among those who had a vision which was followed courageously and successfully.

Miss Bomar Receives Honor

Cora Paul Bomar, State School Library Adviser, State Department of Public Instruction, was recently elected secretary of the national group of State School Library Supervisors.

This organization consists of the state school library supervisors from the various states, Saskatchewan and Manitoba provinces in Canada, the U. S. Office of Education and the American Library Association.

Editors Pick Ten Major Events of 1953

With the help of members of the Educational Press Association, B. P. Brodinsky, editor of the *Teacher's Letter*, has selected the ten major educational events of 1953. They are:

(1) Congressional investigations into alleged Communist activity in schools and colleges reveal effects of subversive influence now at negligible point.

(2) Juvenile delinquency cases rose sharply during the year, causing many school systems to re-examine their part in combatting this blight.

(3) First two educational television stations went into operation in Houston and Los Angeles (May and November, respectively).

(4) The National Education Association passed the 500,000 mark in membership for the first time in its history.

(5) Samuel Brownell was named US Commissioner of Education, following the sudden death of Lee M. Thurston.

(6) The U. S. Supreme Court reheard arguments on five cases involving segregation in the public schools of South Carolina, Virginia, Kansas, Delaware, and the District of Columbia.

(7) Congress created the Department of Health, Education, and Welfare.

(8) Educators recognized importance of introducing foreign languages in the elementary grades.

(9) Under pressure from attacks of varying kinds—sincere citizens, propagandists, and foes of education—schoolmen strengthened emphasis on Three R's.

(10) Eisenhower administration on a policy of gradual withdrawal of the federal government from established programs, such as school lunch, vocational education, and land-grant college assistance—a policy yet to be tested in Congress.

Gibson Presents Program for Quality Teaching

A six-point program of action for meeting the problem of teacher shortage in North Carolina was presented by Superintendent A. B. Gibson, Laurinburg City Schools, at the Superintendents' Conference held last December 10 at High Point.

The six steps advocated by Superintendent Gibson are as follows:

1. *Promote a vigorous and intelligent recruitment program.* The suggestion was made in this connection that Future Teacher Clubs be organized in the high schools and colleges of the State, open to any student who evidences interest in teaching, and opportunities will be given for practice teaching.

2. *Financial aid through scholarships to well-qualified prospective teachers who agree to teach.* Many boys and girls elect every year to take business courses, or enter some other line of work, who would thrill at the prospect of becoming teachers, if only they could have the chance.

3. *Improve quality of teacher training institutions, schools and departments.* Education departments of all of our teacher-training schools need to re-examine and re-appraise the quality of their teaching. The water-tight compartments built up in our colleges and universities between subject matter fields and between academic departments and departments of education are a greater handicap in securing a liberal education than certification requirements ever dared to be. We need to maintain and strengthen the level of teacher training requirements less we retrogress to the point where anyone holding a college degree and anxious to pick up some extra money may qualify for a teaching post. The teacher training function of our colleges and universities has been long neglected. . . . There is evidence of a revival of interest in the teacher training function. It is to be hoped that public concern will force a change of far-reaching importance.

4. *Further reduce class size, particularly in the primary and elementary grades.* Anyone who believes that a classical education is practical for every child simply has not come into contact with individual differences as they exist in the public school. Our educational program can be little more than fifty per cent effective in many of our overcrowded classrooms. . . . Many primary and elementary teachers

are tempted to leave the profession and prospective teachers are discouraged from entering it because they cannot be successful and happy in the experience.

5. *Establish a salary scale commensurate with the work and competitively in line with salaries in other professions.* As long as other professions offer better salaries and better opportunities for future advancement, our most ambitious young people are going to be attracted away from teaching. . . . We get the results of surveys which show that we are getting our teachers from the group having the lowest mental capacity. There are many shining exceptions, but there is still that sobering and deadly general rule. . . . Until we upgrade the quality of our present school personnel, we are far from a solution of the problem.

6. *Recognition and appreciation by the public of the place of the teacher in our society.* Teachers are public servants and in many instances they are just that and nothing more. Even in some of our most enlightened and cultured communities there is no effort to bring teachers into the social life of the established groups. . . . Unless, and until, the teacher can again take his unquestioned place beside the lawyer, the doctor, the engineer as equally well-trained, equally valuable, and equally respected by the community, will we be able finally to meet the problem of providing adequate quality personnel for our schools.

University Offers Summer Scholarships

The University of North Carolina has 102 scholarships in education for teachers, principals supervisors and administrators who will attend that institution's 1954 summer session, according to recent announcement by Dean Guy B. Phillips of the School of Education, director of the summer session.

These 102 scholarships include 70 economic education workshop scholarships, 15 university scholarships for school personnel, 12 Du Pont scholarships for teachers of mathematics and science, and five university scholarships for administrators and supervisors.

A folder announcing these scholarships may be obtained by writing Dean Phillips at Chapel Hill.

25,959 Children Receive Health Benefits

Correction of health defects were extended to 25,959 children during 1952-53 with an appropriation of State funds for such services to the State Department of Public Instruction. These funds were administered through the School Health Coordinating Service, a joint agency of the State Board of Health and the State Department of Public Instruction.

Correction of teeth defects led all other corrections, 16,713 children having received this service. A total of \$112,652.48 was expended for such corrections. Other corrections included 2,260 children furnished with glasses, 4,217 tonsilectomies, and 1,051 with treatment of intestinal parasites. Expenditures for all corrections totaled \$293,520.17.

Education Gets 21.4% of TV's Time

Television's composit "time clock" for October, 1953, in 32 American cities shows:

21.4 per cent of hours-on-the-air programmed with educational and informational features;

58.6 per cent of hours-on-the-air programmed with family entertainment;

6.5 per cent of hours-on-the-air programmed with kid shows;

11.9 per cent of hours-on-the-air programmed with live sports events;

1.6 per cent of hours-on-the-air programmed with miscellaneous offerings including film shorts and features.

These statistics result from a grouping of data assembled by Pulse, Inc., New York specialists in audience measurements, in the organization's October, 1953, report on 32 American cities served by one or more TV stations.

Educational and scientific programs occupied 3.1 per cent of TV time in the 32 cities with forums and discussions accounting for an additional 2.1 per cent. The figures show 1.3 per cent of TV time devoted to homemaking service, 1.4 per cent to religious programs, and .5 per cent to music.

Newscasts account for 8.8 per cent of the TV time clock in the 32 cities and interviews for 3.9 per cent. Football led the October list of time allotments to live sports events with 7.3 per cent. Boxing occupied 2.6 per cent of television time, wrestling occupied 1.7 per cent, and racing occupied .3 per cent.

County and City Units

Spend \$111,280,052.21 From

Nine Months School Fund

The 172 county and city administrative units expended a total of \$111,280,052.21 from the Nine Months School Fund for the operation of the public schools during 1952-53, according to the audit recently made by the Division of Auditing and Accounting, State Board of Education.

This total sum was expended for the following objects:

General Control	\$ 1,930,501.62
Instructional Service	95,022,968.99
Operation of Plant	5,742,743.59
Fixed Charges	
(Compensation)	54,472.23
Auxiliary Agencies	8,529,365.78

The total expenditures in the 172 county and city units were as follows:

Alamance	\$ 1,260,579.70
Burlington	663,106.97
Alexander	459,250.83
Alleghany	241,685.95
Anson	571,944.75
Morven	138,248.75
Wadesboro	226,020.56
Ashe	614,949.91
Avery	473,327.80
Beaufort	712,293.34
Washington	405,975.37
Bertie	774,783.98
Bladen	942,901.26
Brunswick	648,622.35
Buncombe	2,007,053.88
Asheville	997,635.97
Burke	869,416.13
Glen Alpine	132,015.68
Morganton	285,305.94
Cabarrus	830,957.79
Concord	382,780.96
Kannapolis	610,242.63
Caldwell	1,014,582.05
Lenoir	263,753.16
Camden	166,177.33
Carteret	590,140.70
Caswell	689,151.26
Catawba	930,327.38
Hickory	585,939.56
Newton	255,977.56
Chatham	783,739.24
Cherokee	226,578.23
Andrews	143,084.74
Murphy	181,118.08
Chowan	134,338.12
Edenton	232,957.18
Clay	170,278.01
Cleveland	1,283,605.81
Kings Mountain	231,488.12
Shelby	402,836.32
Columbus	1,288,397.29

Whiteville	298,806.77
Craven	714,083.75
New Bern	404,783.42
Cumberland	1,228,766.79
Fayetteville	665,485.90
Currituck	186,995.31
Dare	151,609.02
Davidson	1,067,227.53
Lexington	417,720.98
Thomasville	322,981.52
Davie	433,703.51
Duplin	1,301,369.73
Durham	902,550.76
Durham	1,353,349.31
Edgecombe	819,980.00
Tarboro	313,958.07
Forsyth	1,659,019.81
Winston-Salem	1,813,223.30
Franklin	793,579.69
Franklinton	156,592.23
Gaston	1,982,376.47
Cherryville	197,383.26
Gastonia	749,830.29
Gates	314,208.90
Graham	195,099.80
Granville	673,191.88
Oxford	400,216.59
Greene	608,487.31
Guilford	1,885,726.71
Greensboro	1,633,560.02
High Point	959,481.70
Halifax	1,048,395.58
Roanoke Rapids	335,614.59
Weldon	175,273.97
Harnett	1,394,011.76
Haywood	763,066.49
Canton	335,977.73
Henderson	615,628.44
Hendersonville	206,247.86
Hertford	638,592.83
Hoke	450,506.64
Hyde	235,616.98
Iredell	993,122.65
Mooresville	254,391.68
Statesville	385,531.73
Jackson	558,802.12
Johnston	2,010,743.38
Jones	380,153.10
Lee	485,980.07
Sanford	205,257.05
Lenoir	878,164.08
Kinston	454,713.19
Lincoln	526,839.35
Lincolnton	222,725.84
Macon	482,687.25
Madison	605,814.51
Martin	870,847.86
McDowell	448,047.77
Marion	324,541.38
Mecklenburg	1,740,989.23

Charlotte	2,714,588.11
Mitchell	447,045.36
Montgomery	567,641.61
Moore	849,875.75
Pinehurst	91,201.78
Southern Pines	132,279.01
Nash	1,277,315.77
Rocky Mount	668,485.63
New Hanover	1,583,274.60
Northampton	766,480.61
Onslow	788,970.50
Orange	524,309.08
Chapel Hill	232,579.95
Pamlico	304,428.58
Pasquotank	252,563.42
Elizabeth City	363,939.42
Pender	621,804.61
Perquimans	296,629.42
Person	817,835.67
Pitt	1,365,053.47
Greenville	444,039.84
Polk	280,795.03
Tryon	101,974.04
Randolph	1,027,764.05
Asheboro	384,177.88
Richmond	569,973.45
Hamlet	294,111.15
Rockingham	278,473.92
Robeson	1,801,929.47
Fairmont	254,724.03
Lumberton	307,194.71
Red Springs	160,287.89
Rockingham	812,366.17
Leaksville	473,637.01
Madison	148,708.39
Reidsville	372,518.70
Rowan	1,415,330.84
Salisbury	452,281.09
Rutherford	1,350,018.35
Sampson	1,213,023.07
Clinton	288,150.43
Scotland	481,795.14
Laurinburg	299,854.79
Stanly	730,381.81
Albemarle	309,908.20
Stokes	651,421.17
Surry	990,374.85
Elkin	161,504.98
Mount Airy	343,282.97
Swain	284,466.64
Transylvania	423,878.65
Tyrrell	170,733.05
Union	1,110,677.68
Monroe	174,520.93
Vance	483,430.75
Henderson	436,249.75
Wake	1,932,461.04
Raleigh	1,213,106.06
Warren	770,346.44
Washington	415,143.12
Watauga	526,903.29
Wayne	1,117,483.89
Fremont	99,828.41
Goldsboro	621,793.42
Wilson	724,668.53
Wilkes	1,100,147.46

Carroll Announces Additions to Staff

Two more persons have been added to the staff of the State Department of Public Instruction, it is announced by Charles F. Carroll, State Superintendent of Public Instruction.

Doris Kimel, native of Winston-Salem, has been added to the Division of Elementary and Secondary Education effective January 18 as State Music Consultant. She is the fourth person employed to fill the positions in this field which were created by the General Assembly of 1953. Other State Music Consultants are Pauline Bell, B. Lorraine Pritchard, and Mrs. Ruth Chastain Parker. These consultants work under the immediate direction of Arnold E. Hoffmann, Adviser in Music Education.

George D. Maddrey, also a native of Winston-Salem, became Associate in Safety Education in the Division of Elementary and Secondary Education on January 11. He is assistant to John C. Noe, Adviser in Safety Education.

Miss Kimel is a graduate of Salem College with the Bachelor of Music degree. She did graduate work at Catawba College and Teachers College, Columbia University. She has had teaching experience in Spencer and Tarboro schools in North Carolina and at Atomic Energy Installations at Oak Ridge, Tennessee, and Los Alamos, New Mexico. More recently she has been employed by Ginn and Company, textbook publishers, as music consultant.

Mr. Maddrey calls Raleigh his home. He graduated from Illinois State Normal University with a B. S. in Education degree and from New York University with the M. A. degree. During his youth he was an Eagle Boy Scout and represented this Country at the World Jamboree held in Bad Ischl, Austria. He also attended the 1952 Olimpiad which was held in Helsinki, Finland. He has been field representative of the American Red Cross, taught instructor courses in military safety and ground safety for the Army and Air Force in Austria, Germany, and England. While serving in the Navy, he taught warfare aquatics, and served as activation team instructor.

North Wilkesboro	181,946.31
Elm City	172,210.66
Wilson	608,056.89
Yadkin	680,233.55
Yancey	508,253.84
Total	\$111,280,052.21

Onslow School Dedicated to Late Supt. Erwin

Dedicatory exercises were held January 11 for the new 25-classroom elementary school in Onslow County named for the late State Superintendent Clyde A. Erwin. Dr. Erwin died July 19, 1952.

The Clyde A. Erwin Elementary School is located on a 16-acre site in the New River Housing Development near the Camp LeJeune area. It is surrounded by a shopping center, office building and over a thousand homes and apartments.

The building, designed by L. N. Boney, architect, is an example of school building with the latest modern design features. In addition to the 25 classrooms, it contains a multi-purpose room, library, lunchroom, kitchen, and other necessary rooms for storages, offices, etc. It cost \$600,000.

Dr. Charles F. Carroll, State Superintendent of Public Instruction, made the principal address at the dedicatory exercises. He was presented by Honorable Albert Ellis, Attorney for Onslow County Board of Education.

Miss Bomar Approves "The Birth of Aviation"

"The Birth of Aviation," a little book written by Aycock Brown of Manteo, is approved by Cora Paul Bomar, State School Library Adviser, State Department of Public Instruction, for purchase by school libraries.

"In my opinion," Miss Bomar said, "a copy of this book should be in every school library. It contains a complete account of one phase of the world's history that began right here in North Carolina. For that reason alone, I think that our North Carolina boys and girls should learn all the facts concerning this notable event."

The book contains pictures of the Wright brothers and many other illustrations including gliders and airplanes which they used in their early experiments in flying. The story of the Wright brothers' flights at Kitty Hawk and Kill Devil Hills is fully described by Mr. Brown.

The booklet is available from The Collins Company, Box 532, Winston-Salem, N. C., at \$1.00 per copy.

With Apologies to None . . .

Ed. Note: "With Apologies to None" is reprinted from the December issue of the Mississippi Educational Advance. Author is Mrs. Josephine Lemons, a primary teacher in St. Paul, Indiana.

When I am introduced as teacher, I am usually asked what I teach. When I say "first grade," I generally hear a very flat "Oh."

I have never been certain whether it is an expression of pity, sympathy, disgust, or perhaps disinterest. Always I wish I had the time to explain to them like this:

YES, I TEACH the first grade.

WHERE ELSE would a handsome and very young man put his arms around me and ask, "Do you know that I love you?"

WHERE ELSE could I tie so many hair ribbons and belts and daily get to see a style show of pretty dresses and shirts?

WHERE ELSE could I wear the same dress day after day and be told each time that it is pretty?

WHERE ELSE could I walk up and down aisles and have warm little hands touch me?

WHERE ELSE could I have the privilege of wiggling loose teeth and receive a promise that I may pull them when they are loose enough?

WHERE ELSE could I eat a soiled piece of candy from a grimy little hand and not become ill? (I have to eat it because he watches to see that I do.)

WHERE ELSE would the future look as bright as it does amid an energetic group to whom nothing is impossible?

WHERE ELSE could I guide the first letter formations of a chubby little hand that may some day write a book or an important document?

WHERE ELSE could I forget my own aches and pains because of so many cut fingers, scratched knees, bumped heads, and broken hearts that need care?

WHERE ELSE could I forget taxes and even the "state of the nation" because Stevie isn't grasping reading as he should and other methods must be tried?

WHERE ELSE would my mind have to stay so young as with a group whose attention span is so short that I must always keep a "bag of tricks" up my sleeve?

WHERE ELSE could I feel so close to my Maker as I do each year when, because of something I have done, little children learn to read?

Yes, I do teach first grade, Mr. and Mrs. America. And I love it!

STATE'S COLLEGES ENROLL 42,911 STUDENTS

**24,537 Men;
18,374 Women**

Enrollment in North Carolina institutions of high learning as of October 1, 1953, totals 42,911. This number is 1,541, or 3.7 per cent, more than the enrollment a year ago. Men students number 24,537, or 57.2 per cent, whereas women compose 18,374, or 42.8 per cent, of the total enrollment.

The accompanying table presents enrollment figures for each North Carolina institution of higher learning, with group totals for public and private, senior and junior, and for white, Negro and Indian students for each of the years 1946-47 to 1953-54. A further division for the latter year is made as to men and women students.

For this period of eight years it is observed that enrollment in North Carolina's institutions of higher learning was highest in 1947-48, the total that year being 47,071. This total dropped on succeeding years until the lowest of the eight years considered was reached in 1951-52 when the total was 40,738. During the past two years, as the table shows, there were increases in the total college enrollment.

The proportion of men and women students is gradually changing. In 1947-48 there was almost a two to one ratio. This ratio was approximately three to two in 1951-52, and now it is almost four to three. It is observed from the summary part of the table that there were 15,380 women enrolled in all institutions in 1948-49 and that the number of women increased yearly to the present 18,374.

This increase is applicable to both white and Negro women students. Among the white institutions the enrollment of 1953-54 is divided 61.8 per cent men and women 38.2 per

ENROLLMENT IN COLLEGES, 1946-47 TO 1953-54
(As of October for Each Year)

INSTITUTION	1946-47	1947-48	1948-49	1949-50	1950-51	1951-52	1952-53	1953-54	
								Total	Men Women
I. Senior Colleges—White:									
University, Chapel Hill	6,802	7,670	7,603	7,419	6,868	5,773	5,474	5,676	4,711 965
State College	4,903	5,333	5,227	4,600	4,029	3,701	3,921	4,055	4,003 52
Woman's College	2,108	2,112	2,127	2,190	2,477	2,392	2,360	2,331	4 2,327
Appalachian Teachers	899	1,005	965	1,260	1,257	1,183	1,252	1,346	557 789
East Carolina	1,213	1,404	1,384	1,659	1,891	1,907	2,076	2,213	990 1,223
Western Carolina	496	551	550	608	607	566	745	829	451 378
Total Public	16,421	18,075	17,856	17,736	17,129	15,522	15,828	16,450	10,716 5,734
Atlantic Christian	394	523	507	502	482	394	437	429	221 208
Black Mountain	91	90	55	48	33	35	28	25	16 9
Catawba	676	787	839	766	680	591	553	500	315 185
Davidson	910	979	949	883	862	828	821	824	824 -----
Duke	4,794	4,890	5,114	5,084	4,912	4,631	4,535	4,840	3,452 1,388
Elon	618	709	808	832	654	622	650	665	506 159
Flora MacDonald	278	312	271	223	242	275	263	276	3 273
Greensboro	400	405	382	351	396	356	368	377	6 371
Guilford	561	592	608	562	528	475	496	493	337 156
High Point	775	820	795	748	777	610	637	682	415 267
Lenoir Rhyne	760	844	805	792	820	779	807	820	463 357
Meredith	535	578	537	538	618	574	594	625	3 622
Montreat	204	206	161	152	162	161	141	196	1 195
Queens	426	467	398	377	335	299	381	425	44 381
Salem	380	390	320	323	309	281	301	331	12 319
Wake Forest	1,540	2,000	2,111	2,172	1,949	1,703	1,714	1,668	1,355 313
Total Private	13,342	14,592	14,660	14,353	13,759	12,614	12,726	13,176	7,973 5,203
Total Senior—White	29,763	32,667	32,516	32,089	30,888	28,136	28,554	29,626	18,689 10,937
Senior Colleges—Negro:									
Agricultural and Technical	*2,170	*2,748	*2,778	*2,832	*2,814	*2,568	*2,608	2,163	1,439 724
North Carolina	928	958	973	1,146	1,344	1,368	1,430	1,584	554 1,030
Elizabeth City	478	489	477	476	500	545	440	462	82 380
Fayetteville	600	585	519	538	618	611	598	586	99 487
Winston-Salem	556	484	472	463	549	602	712	764	182 582
Total Public	4,732	5,264	5,219	5,455	5,825	5,694	5,788	5,559	2,356 3,203
Barber Scotia	152	151	154	156	166	172	201	190	----- 190
Bennett	469	485	465	482	433	439	421	431	----- 431
Johnson C. Smith	851	811	733	697	660	632	663	656	300 356
Livingston	375	385	362	351	376	387	371	408	148 260
Shaw	776	825	904	802	708	549	485	514	189 325
St. Augustine	371	442	442	453	492	378	440	527	165 362
Total Private	2,994	3,099	3,060	2,941	2,835	2,557	2,581	2,726	802 1,924

students and 131 Indian students enrolled in North Carolina colleges and universities. By percentages this division is 79.8 per cent white, 19.9 per cent Negro and .3 of one per cent Indian.

By type of institutions the division of the 1953-54 enrollment is 38,042 in senior colleges, 4,869 in junior and off-campus institutions. The senior colleges enroll 29,626 white students, 8,285 Negro students and 131 Indian students. Junior institutions enroll 4,635 white students and 234 Negroes.

The six senior public, or State-supported, institutions for white students have an enrollment of 16,450. The sixteen senior private institutions for whites have a total enrollment of 13,176. Five senior State-supported Negro institutions enroll 5,559, whereas six private senior Negro institutions have an enrollment of 2,726.

Of the total college enrollment of 1953-54 a total of 4,450 are veterans. This number is 10.4 per cent of the total. Of this number 3,508 are white, 930 Negro, and 12 Indian. In white institutions an average of 10.2 per cent are veterans; in Negro, 10.9 per cent; and in Indian, 9.2 per cent.

Examination of the table for any particular institution will indicate how the enrollment has varied from year to year. The footnote will explain why there was a sudden change in some cases.

Further examination of the table as to the division by sex will disclose interesting data in certain institutions. For example, there is one lone man enrolled in Montreat College, three men in Flora MacDonald, six men in Greensboro College for Women, and four men at Woman's College. There appears, therefore, to be only one strictly senior college, Davidson, for men in the State, and none for women. There are only two senior colleges strictly for Negro women, Barber-Scotia and Bennett.

Among the junior colleges there are only three strictly for men—Belmont Abbey, Edwards Military Institute, and Oak Ridge. For women only there are five junior colleges—Peace, Pineland, Sacred Heart, St. Genevieve, and St. Mary's.

II. Junior Colleges—White:

Asheville-Biltmore	*243	*302	*256	*287	*333	93	132	265	222	43
Charlotte	-----	-----	-----	*269	*206	164	173	137	116	21
Wilmington	-----	*140	*210	*293	164	132	156	206	113	93
Total Public	*243	*442	*466	*849	*703	389	461	608	451	157
Belmont Abbey	*302	175	185	159	112	123	154	205	205	-----
Brevard	425	449	406	405	250	142	130	146	73	73
Campbell	383	537	477	362	400	345	339	384	251	133
Chowan	-----	-----	-----	127	148	101	190	259	126	133
Edwards Military Institute	41	30	33	36	41	105	67	75	75	-----
Gardner-Webb	295	378	400	430	374	351	387	326	181	145
Lees-McRae	193	213	233	254	270	247	295	316	163	153
Louisburg	365	330	250	214	219	183	175	160	92	68
Mars Hill	902	1,020	931	910	933	713	702	831	376	446
Mitchell	127	207	227	272	185	123	94	104	39	65
Oak Ridge	*235	88	103	79	58	80	74	66	66	-----
Peace	*303	257	185	230	197	225	141	176	-----	176
Pfeiffer	290	336	334	289	233	203	154	176	102	74
Pineland	16	15	19	29	38	26	30	29	-----	29
Presbyterian	*502	258	159	165	96	74	93	72	67	5
Sacred Heart	52	52	37	51	52	70	49	83	-----	83
St. Genevieve	40	86	91	80	51	82	76	75	-----	75
St. Mary's	170	184	219	215	197	186	216	183	-----	183
Warren Wilson	47	55	60	82	103	79	97	132	59	73
Wingate	314	270	255	224	238	169	189	229	151	78
Total Private	5,102	4,940	4,604	4,613	4,245	3,627	3,672	4,027	2,029	1,998
Total Junior White	5,345	5,382	5,070	5,462	4,948	4,016	4,133	4,635	2,480	2,155

Junior Colleges—Negro:

Carver—Public	*144	-----	-----	54	87	149	115	140	123	17
Immanuel Lutheran—Private	-----	55	58	49	33	33	34	38	25	13
Total Junior—Negro	*144	55	58	103	120	182	149	178	148	30
Total Junior Colleges	5,489	5,437	5,128	5,565	5,068	4,198	4,282	4,813	2,628	2,185
Off-Campus Centers	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
White	949	451	491	135	59	-----	-----	-----	-----	-----
Negro	54	22	40	31	36	31	43	56	12	44
Total	1,003	473	531	166	95	31	43	56	12	44

III. Summary:

White Students	36,057	38,500	38,077	37,686	35,895	32,152	32,687	34,261	21,169	13,092
Men	24,403	26,823	26,754	25,832	23,542	19,881	20,342	21,169	21,169	-----
Women	11,654	11,677	11,323	11,854	12,353	12,271	12,345	13,092	-----	13,092
Negro Students	7,924	8,440	8,377	8,530	8,816	8,464	8,561	8,519	3,318	5,201
Men	3,481	4,300	4,367	4,430	4,345	3,623	3,485	3,318	3,318	-----
Women	4,443	4,140	4,010	4,100	4,471	4,841	5,076	5,201	-----	5,201
Indian Students	122	131	116	153	126	123	122	131	50	81
Men	69	79	69	68	61	55	47	50	50	-----
Women	53	52	47	85	65	68	75	81	-----	81
Grand Total	44,103	47,071	46,570	46,369	44,837	40,739	41,370	42,911	24,537	18,374
Men	27,953	31,202	31,190	30,330	27,948	23,559	23,874	24,537	24,537	-----
Women	16,150	15,869	15,380	16,039	16,889	17,180	17,496	18,374	-----	18,374

* Includes those not classified as regular college students.

Other State Legislatures Enact New School Laws

Significant new school legislation was enacted by the legislatures of a number of the states whose law-making bodies were in session last year, according to an article in the December, 1953, number of *State Government*, a monthly magazine published by the Council of State Governments. Some of these new laws were the following:

Alabama's legislature approved a program of scholarships for study of medicine with the requirement that recipients practice after graduation in rural areas designated by the State Board of Health. An Educational Television Commission was established with authority to own and operate stations or contract for their operation and to plan or regulate an educational television program. The legislature provided for increased salaries for teachers in public school, higher education and trade school systems, contingent on a surplus in the special educational trust fund after payment of current fiscal year appropriations. For veteran public school teachers not eligible for the Teachers' Retirement System, a program to pay monthly benefits of \$62.50 was provided. The legislature required that all textbooks used henceforth in the state-supported school system carry a statement by the author or publisher indicating clearly whether the author, or the authors of writings cited for additional reading, are known advocates of communism or Marxist socialism, members or ex-members of the Communist party, or members or ex-members of Communist-front organizations as designated by Congress, a congressional committee or the United States Attorney General.

In *California* the legislature increased minimum pay of teachers from \$3,000 to \$3,400 a year. School funds were made subject to audit. Another enactment provided that non-civil-service employees of state colleges who participate in subversive activities can be dismissed without prior notice.

In *Connecticut* action affecting education included transferral of the functions of the Public School Building Commission to the State Board of Education and provision that medical interns from other states may extend their education in Connecticut without licenses to practice in the state.

Florida's legislature approved a \$350

increase in annual salaries of teachers. It authorized a maximum of 1,050 teacher-trainee scholarships, each worth \$400 annually—a program that replaces three previous types of scholarships, no two of which carried the same stipend. The legislature provided for state aid to counties whose school enrollment has increased 5 per cent or more over that of the previous year—in place of a previous authorization of aid if the growth was 10 per cent or more.

The *Illinois* legislature increased state support of the public schools by \$15 million and provided more funds for higher educational institutions. Another act requires the taking of a loyalty oath by teachers.

In *Maine* the legislature established an increased minimum salary schedule for teachers, depending on their training and years of experience. In action similar to legislation adopted in New Hampshire and Vermont, it authorized reciprocal agreements with universities in other states to provide higher education not available in the home state. The legislature also provided for state approval of degree-granting institutions and authorized the State Librarian to provide "bookmobile" service for rural schools and farm homes.

The *Massachusetts* legislature established a Massachusetts Board of Educational Television to act for the commonwealth in all matters pertaining to educational television; a special study commission in this field was continued. Other measures affecting education made instruction of music a requirement in the public schools, authorized the Commissioner of Education to accept surplus food and other commodities from the federal government for school lunch purposes, and fixed the salary of the President of the University of Massachusetts at \$15,000.

Michigan's \$338 million general fund budget included \$106,333,876 for school aid and \$50,441,994 for education.

Nebraska's legislature appropriated \$35,961,000 for the University of Nebraska for the biennium—\$8 million over the appropriation of the previous biennium—and enacted a state property levy to finance \$6 million in construction at the university's Medical College in Omaha.

New Hampshire's legislature raised the minimum required age for school

attendance to 16; revised the state aid formula for education, setting the basic rates at \$175 per elementary school pupil and \$225 per high school pupil; liberalized provisions governing the state's contribution for teacher requirement benefits; authorized the trustees of the State College and the University of New Hampshire to enter into reciprocal agreements with other colleges for training of students; and appropriated funds for tuition of New Hampshire students who may attend colleges in other states under reciprocal agreements. A commission was established to study use of assigned television channels for educational purposes.

The *New Jersey* legislature fixed a minimum pension of \$800 a year for teachers who have been in the retirement system twenty years; authorized earnings by retired teachers up to \$750 as substitute teachers; provided that the terms of two members of the State Board of Education shall expire at the close of each fiscal year; and created a commission to study and develop a program for educational television.

In *Ohio* the legislature appropriated \$231 million for the public school foundation program for the biennium; this represented an increase of \$24 million, principally for increased salaries and guaranteed minimum salaries. Another enactment established a scholarship fund of \$750,000 for prospective teachers; the recipient students, to be selected by school officials in the various counties, are to receive \$500 each per year. A third measure increased from \$300 to \$400 yearly the amount allowed for education of each handicapped child in a special class. An Ohio School Survey Committee was established to study laws and policies on education.

The *Vermont* legislature, in action similar to that taken by Maine and New Hampshire, authorized reciprocal agreements with universities in other states to provide higher education for Vermont students who cannot get the desired courses in Vermont. Other important enactments for education included an enabling act authorizing establishment of union high school districts; revision of the state aid-for-education apportionment formula; a "state aid for school construction" act, including authorization of a \$7.3 million bond issue for the program; a new general law providing for education of handicapped children, including provisions for reciprocity with other states;

Board Approves Aid To Five Schools

Requests from five schools for funds from the 1953 State School Construction and Improvement Fund were approved by the State Board of Education at a meeting held January 7. They were: Venable Elementary in Buncombe, E. E. Smith High School for Negroes in Fayetteville, Glenn in Forsyth County, Harmony in Iredell County and J. H. Hayswood High School for Negroes in Lumberton. A total of \$440,000 was approved for these five projects.

January School Lunches Include Special Foods

Last month lunches served in schools with lunch rooms included potatoes, cabbage, broilers and fryers, eggs, grapefruit and tangerines. These special foods were recommended by Mrs. Anne W. Maley, State Lunchroom Supervisor.

The menus including these and other foods were suggested for the January lunch. One of the menus read as follows: ½ pint milk; roast beef (gravy); whipped potatoes with grated cheese topping; cabbage, carrot, green pepper salad; oatmeal cookies with raisins; whole wheat bread, butter.

Pecans, winter pears, beef, frozen fish, celery, onions, raisins, dairy products, food fats and oils, large dry lima beans, and peanuts and peanut butter were also recommended as good buys for January.

and creation of a commission to study the need for more adequate supervision of schools under state laws. The legislature requested an educational television channel from the Federal Communications Commission for Vermont and established a commission to study educational television.

Wisconsin's legislature increased minimum pay from \$1,200 a year to \$2,600 for teachers with college degrees and from \$1,000 to \$1,800 for those without. Appropriations for the University of Wisconsin included \$2.8 million for an addition to the medical school. The legislature submitted to the electorate the question whether the state shall provide a tax-supported, noncommercial educational television network.

School Lunch Becomes \$16 Million Program

North Carolina's School Lunch Program is now ten times greater than it was when it began in 1943-44.

Income during that first year of operation was \$1,610,636.20; last year, 1952-53, income was \$16,334,132.27. Expenditures for 1943-44 totaled \$1,529,040.67; expenditures during the past school year amounted to \$15,716,933.58.

These facts are shown in a recent report by Mrs. Anne W. Maley, State Supervisor of the School Lunch Program, State Department of Public Instruction.

Mrs. Maley's report also shows that a total of 10,967,459 lunches were served in 1943-44, whereas in 1952-53 64,780,705 school lunches were served. Schools participating in the Lunchroom Program increased from 549 in 1943-44 to 1,586 in 1952-53, 1,230 white and Indian and 356 Negro.

More than 80% of the funds received for operating the Program were derived from the sale of lunches. The remaining source of revenue was largely the U. S. Department of Agriculture in the form of products valued at over three million dollars. Expenditures were for food, \$10,744,185.53; labor \$3,702,960.87; equipment, \$637,335.45; and miscellaneous items, \$632,451.73.

Article Points Up Farm Accidents

An article in the November issue of *The American Child* points up the grave death and injury tolls which result from children operating complicated farm machinery.

The National Child Labor Committee, which publishes *The American Child*, made a survey of accidents occurring to children from 6 to 17 operating farm machinery. During the 4-month period of May thru August alone, 271 children in 35 states are known to have been involved in such accidents. 148 of these youngsters were under 14 years of age.

The November article states: "Youngsters growing up in our mechanized times are understandably eager to master the machine. All too often their eagerness outstrips their coordination and judgment. Because of this, permitting them to operate farm machines adds to the possibility of accidents . . .

"Many farm parents, taking pride in their children's ability to learn to run farm machines, are still unaware of the dangers. It is not through lack of parental concern or affection but rather through ignorance of farm machine hazards that these accidents occur." —National Commission on Safety Education.

S. D. Students Prepare Code of Ethics

A student code of ethics has been prepared by the Student Council of Yankton High School at Yankton, South Dakota. The code is designed to produce, with the help of school authorities and the home, good and upright citizens. It is as follows:

"1. I will strive to be regular in attendance at classes and my study halls and prompt in meeting my appointments, since punctuality is one of the necessary traits of a good citizen.

"2. I will work diligently to prepare the daily school work assigned me, because by doing so I shall gain the knowledge and habits needed to carry out the larger responsibilities in life after school.

"3. I, realizing that honesty in both public and private life is a necessary quality of a good citizen, will strive to be honest to my own self, to my fellow citizens, to my teachers, and to my school.

"4. I will strive to be courteous at all times and to accord the same rights and privileges I should expect them to grant me.

"5. I will strive to conduct myself in the classroom, in the halls, or in the auditorium in such a way as to merit the approval of my fellow students and my teachers.

"6. I will show due respect for all property of the school, such as buildings, library books, and school equipment of all students.

"7. I, realizing that my school record will be kept by the school after I graduate, resolve to make a record of honest and worthy achievement.

"8. I will strive to respect the rules and regulations of my school and to work constructively for the maintenance of cordial relations between the students, the faculty, and the principal.

"9. I will endeavor to avail myself of all the educational and recreational activities possible in order that my high school training may become an acceptable training for life.

"10. I will endeavor to live up to the sportsmanship code and do all I can to keep the standard of sportsmanship in Yankton High School high."

California Professor Reviews

New Books on Education

Dr. George E. Arnstein, assistant professor of education at California College of Arts and Crafts in Oakland, California, recently reviewed several new books on education. This combined review, which appeared in the CTA Journal (California) for November, 1953, under the title "quackery, Criticisms and Education" is being reproduced below in order that it may be read by North Carolinians:

"Things didn't look well for modern education this fall. The critics were about to have a field day in September and October: Albert Lynd had a book coming out about *The Quackery in the Public Schools*;¹ a week later Robert Hutchins' new book dealt with *The Conflict in Education in a Democratic Society*;² and in October Arthur E. Bestor was due with *Educational Wastelands: The Retreat from Learning in Our Public Schools*.³ In listing these three books, a writer for the New York Times thought that he could spot a "trend"; he prophesied that education will get it in the neck in the Fall of 1953.⁴

Quietly, but sensibly, another author intruded into this lineup and went counter to the "trend." Paul Woodring wrote *Let's Talk Sense About Our Schools*,⁵ which appeared on the last day of September. He mentioned Hutchins in passing, he took a swipe at the Great Books program, and he paid no attention to Lynd or Bestor although they had already stated their more flamboyant views in magazine articles which had created quite a stir.

Common to all of these authors is a sincere concern with the state of the public schools today. Lynd, a businessman who used to teach at Stanford University, thinks that the main trouble is that the "educationists" have taken over the schools. Apparently these narcissistic, self-appointed experts have a half-baked understanding of John Dewey which they are now prepared to "sell" (in both meanings of the word) to teachers. The teachers, pragmatically indoctrinated by the "super-professionals," will then pass this diluted knowledge on to the children. The children, in turn, are not getting a real education.

Lynd's argument is a bit transparent. Sometimes he obviously hits below the

belt; at other times he makes a mountain out of a mole-hill; but in the end his main point seems to be that the teachings of Dewey are not known to the teachers, nor are they known to the public. The citizenry, if it knew the real ideas of Dewey, would not accept them. Therefore, he says, the super-professionals are pulling a fast one on the public, especially because teachers, somewhat like sheep, are swallowing the stuff handed out by these experts.

There are good, dedicated teachers, writes Lynd, but there are not enough of them because the pay is too low. His solution is simple: Raise the salaries; in fact, double them! In this way we will get brighter teachers into the schools and we'll all be saved. (In fairness to Lynd, it should be added that this is a simplification of his argument and that he does admit a few good things about modern education. But he did set out to expose the "wonders" of modern educationism and that's how he spends most of his pages.)

Robert M. Hutchins, for twenty years president of the University of Chicago, is a fairly well-known critic. He introduces some new ideas in *Conflict*, but he does not neglect his pet peeves: Materialism is rampant; the intellectual virtues are forgotten; philosophy is in decay; Americans in particular do not like to philosophize; the university should be a community of scholars, instead it is a glorified trade school.

Essentially, Hutchins writes about the philosophy of education, which must not be confused with anti-philosophies (or un-philosophies) like positivism or pragmatism. In fact, competing with his philosophy there are only doctrines not worthy of the name philosophy. These alternative doctrines "I take to be the doctrine of adaptation or adjustment; the doctrine of immediate needs, or what might be called the doctrine of the *ad hoc*; the doctrine of social reform; and the doctrine that we need no doctrine at all." All of these alternatives are "obvious failures." (Again, it should be recalled, Hutchins has said some nice things about the dedication of American teachers, but he didn't bother to include them in this new book.)

Arthur Bestor is professor of history at the University of Illinois. In *Educational Wastelands* he deplores the decline of the liberal arts and he deplores the "educationists" who have taken over the public schools. In fact, Lynd quotes Bestor several times and seems to have stolen some of his thunder. The two men don't agree on all the details, but essentially they see eye to eye in diagnosing the ills of modern education, in damning pragmatism and in claiming a general decline in the level of education.

Just because Paul Woodring, professor of psychology at Western Washington College of Education, takes a more moderate approach to the problems of the schools, it should not be taught that he is a fervent Deweyite or an advocate of progressive education. Woodring says that he is not a progressive. He respects Dewey, but he thinks that education in the United States is moving right past progressive education and is evolving into something new and different.

Woodring finds that the schools are not all black, nor are they all white; they are just "muddling gray." This may not be very spectacular, and he thinks it may not be sensational enough to sell his book. But he does rather well what he set out to do: he talks sense, he presents facts, he admits that he doesn't know all of the answers, but he hopes that citizens will ponder the problems and seek answers of their own.

Woodring can be highly recommended. Not all of his conclusions will be generally acceptable and some of his interpretations will and should be questioned. The fact remains, however, that Woodring's book covers the subject well. The contents are not startling (unless we have reached the point where a sensible presentation is startling just because it is sensible). Indeed, it may be said that every teacher should know almost everything contained in *Let's Talk Sense*. The chances are that every teacher knew these things at one time or another but that he has forgotten some of them. This is his chance to discover them all over again—painlessly, with humor and without pretensions."

1(Boston: Atlantic-Little Brown, 1953) \$3.50.

2(New York: Harper & Brothers, 1953) \$2.00.

3(Urbana: University of Illinois Press, 1953) \$3.50.

Social Studies Booklet Issued

Democracy Challenges Totalitarianism is the title of a 64-page booklet recently issued by Rand McNally and Company of Chicago.

The booklet was prepared by Lavone Harma of San Francisco State College and John R. Carr of the San Francisco Public Schools. It is suitable for teachers of courses in Citizenship and Problems of Democracy. The price to schools is 54 cents.

Educational Secretaries Hold Annual Meeting

The North Carolina Association of Educational Secretaries, a department of the North Carolina Education Association, will open its Annual State Meeting in Chapel Hill on the 11th of March with a banquet featuring Carl Goerch as the speaker, according to a recent announcement by Mrs. Phil Sawyer, Jr., President of the Association.

The meeting, which continues through noon on the 13th of March, will have among its outstanding guests: Dr. M. E. Yount, President of the North Carolina Education Association; Mrs. Ethel Perkins Edwards, Executive Secretary of the North Carolina Education Association; Dr. Charles F. Carroll, State Superintendent of Public Instruction; Dr. Guy Phillips, Dean of Education of the University of North Carolina; Nathan Yelton, Executive Secretary of the Retirement System of North Carolina; and Randolph Benton, Superintendent of the Wake County Schools.

The program will include training periods, under the direction of Mrs. Pauline Helms of Albemarle and Mr. Rudolph Ofcharik of the Wake County Schools. Demonstrations of business machines and small discussion groups on topics of interest to both superintendents' and principals' secretaries will be presented. Special entertainment and tours of interest and of an educational aspect will also highlight the conference.

"Indications point to one of the most successful meetings in the history of the organization," Mrs. Sawyer announces. "It is expected that the attendance will exceed all previous years."

⁴Harvey Breit, in the *Book Review* section, August 30, 1953.

⁵(New York: McGraw-Hill, 1953) \$3.50.

Board Authorizes Contracts for Supplementary Books

Additional supplementary textbooks will be put under contract for use in the public schools of the State as a result of authorization by the State Board of Education at its January 7 meeting. At that meeting the Board gave its approval to a list of books submitted by State Superintendent Charles F. Carroll and authorized him to call for bids and enter into contracts with those publishers whose bids conform to the North Carolina bid formula.

Supplementary textbooks are those which have not been adopted as basal under North Carolina law and which may be used as additional material to complete the course of study. It is customary each year for a committee from the State Department of Public Instruction to study the new material that has been published within the preceding year and to submit a list of such new material to the State Superintendent for possible adoption. The new adoptions will replace publications of publishers whose contracts have expired, and thus keep supplementary instructional material current.

Department is Host to Foreign Educators

Seven educators from foreign countries were guests of the State Department of Public Instruction and the Controller's Office during the week of January 4-8.

Following a week of orientation in Raleigh, the educators individually went to seven selected administrative units for a month of intensive study in local school organization and administration.

The names of the seven educators, the countries they represented, and their present school positions were as follows:

NAME	COUNTRY	TITLE or PRESENT POSITION
(Mr.) Kiriwara, Minori	Japan	Principal, High School
(Mrs.) Reddy, Komalam	India	Assistant Directress of Education, Delhi State
(Miss) Panayotidou, Wilhelmini Odysseus	Greece	Teacher of Ancient and Modern Greek, history
(Miss) Khovaja, Hameed	Pakistan	Senior Lecturer
(Miss) Sailer, Maria Teresa	Italy	English and French Professor
(Mr.) Tomaz, Tulio Lopes	Portugal	Teacher of the advanced courses in physics, chemistry and geography
(Mr.) Bensaya Perez, Manuel	Venezuela	Chief Technical Assessor in Secondary Education

Textbook Commission Works Openly

The newly appointed Textbook Commission will continue as in the past to "work wholly in the open and expects the textbook representatives to do likewise."

Since the terms of office of members of the Commission had expired, new members of the Commission were appointed last December by Governor Umstead and State Superintendent Carroll. New members are: Superintendent I. E. Ready, Roanoke Rapids, who was named chairman, Mrs. Carrie Abbott, Bryson City; Mary Greenlee, Mooresville; Marie Haigwood, Shelby; Cornelia McLauchlin, Lillington; Luther Medlin, Greensboro; and Mrs. Helen D. Wolff, Greenville, who were assigned to the elementary division of the Commission, and Mrs. Mary P. Brantley, Raleigh; C. B. Martin, Robersonville; O. L. Norment, Asheville; Bertha Cooper, Elizabeth City; and Mrs. Phebe Emmons, Washington, who were assigned to the high school division. The latter-named two are reappointive members, having served on the preceding Commission.

The Commission, in accordance with request from the State Board of Education, is now at work evaluating textbooks in health and social studies fields for use in the public schools of the State. Evaluation reports on the textbooks submitted by the publishers will be made to the State Board of Education which will call for bids and make the adoptions.

As a guide to publisher's representatives, the Commission adopted a set of "Suggested Policies and Procedures for Textbook Adoptions in North Carolina." In these "Policies" are set forth the procedures that will be followed by members of the Commission in dealing with publishers' representatives during the evaluation period.

More Schools Approved by Southern Association

Ten white high schools of North Carolina were admitted to membership in the Southern Association of Secondary Schools and Colleges and three Negro schools were given approval by that organization at a meeting held in Memphis last December.

White schools added were: Aberdeen, Altamahaw-Ossipee, Ayden, West Mecklenburg, Edenton, Claremont Central (Hickory), North Mecklenburg, East Mecklenburg, Rutherfordton-Spindale, and Glen (Forsyth). Approval was given to the following Negro schools: Merrick-Moore (Durham), Adkin (Kinston), and Edenton. One Negro school was dropped from the approved list.

There are now 86 white and 35 Negro public schools, 12 white and three Negro private high schools which have met the standards for approval by the Southern Association, a total of 136. Lists of these schools may be secured from the Division of Elementary and Secondary Schools, State Department of Public Instruction, upon request.

Colorado Institution Offers Scholarship

A scholarship valued at from \$425 to \$475 a year is available to a North Carolina boy by the Colorado School of Mines, Golden, Colorado.

The selection of the person from North Carolina to receive this scholarship will be made by State Superintendent of Public Instruction Charles F. Carroll. The name of the person selected must be submitted to the Colorado institution not later than July 15, 1954. Applicants, therefore, should submit their qualifications and other data to Superintendent Carroll prior to July 1. There are no application blanks.

The Colorado School of Mines offers courses leading to graduate and undergraduate engineering degrees in mining, metallurgy, geology, geophysics, petroleum engineering, and petroleum refining. The candidate for the scholarship must meet the entrance requirements of the college, and must possess more qualities essential to the making of a successful mining engineer. The College catalog and a folder regarding the scholarship may be examined in the office of the State Superintendent.

This I Believe

- I BELIEVE in boys and girls, the men and women of a great tomorrow, that whatsoever the boy soweth, the man shall reap.
- I BELIEVE in the curse of ignorance, in the efficiency of schools, in the dignity of teaching, and the joy of serving another.
- I BELIEVE in wisdom as revealed in human lives as well as in the pages of a printed book; in lessons taught not so much by precept as by example; in ability to work with the hands as well as to think with the head; in everything that makes life large and lovely.
- I BELIEVE in beauty in the schoolroom, in the home, in the daily life and out of doors.
- I BELIEVE in laughing, in all the ideals and distant hopes that lure us on.
- I BELIEVE that every hour of every day we receive a just reward for what we do.
- I BELIEVE in the present and its opportunities, in the future and its promises, and in the divine joy of living.

—Edwin Osgood Grover.

Plans Are Being Made for University TV Station

Plans are being made for North Carolina's first non-commercial TV Station to be operated by the Consolidated University—N. C. State College, Womans' College, and the University at Chapel Hill.

Permit for the construction of Station WUNC-TV, Channel 4, was granted last fall by the Federal Communications Commission, and already the three institutions are working toward the presentation of programs by the fall of 1954. It is planned to have studios at each of the branches of the University and a mobile unit to produce on-the-spot telecasts.

Funds from private sources have been donated for the construction of the station, for providing the requisite equipment, and for its operation the first two years. The transmitter will be located near Pittsboro, very near the geographical center of the State. The antenna will be mounted on a 1000-foot tower, the highest man-made structure in the State.

N. C. Students Win in Industrial Arts Contest

Seven North Carolina students from three high schools were winners in the 1953 Industrial Arts Contest sponsored by the Ford Motor Company.

A second place award was given to Tommy Joe Johnson of the Lexington High School for his entry in woodwork; Bill Kinly of the High Point High School was awarded third place for his work in models; and a fourth place award went to Martin Evans of the High Point High School for a woodwork entry.

Honorable mention went to Bob Lindley of the D. Matt Thompson Junior High School, Statesville, for work in leathercraft. The following place awards were received: Darrell Spencer, Lexington High School, in the Open Division; Vance Edwards, D. Matt Thompson Junior High School, in leathercraft.

Superintendents' Conference To Be Held August 10-13

The Superintendents' Conference, sponsored annually by the State Department of Public Instruction, will be held this year August 10-13 at Mars Hill College, it was announced recently by Charles F. Carroll, State Superintendent of Public Instruction.

The Conference will begin with a program Tuesday evening, August 10 and close at noon on Friday, August 13. A letter has been forwarded to all superintendents apprising them of the time and place of this conference. The letter also states that consideration is being given to program topics and speakers. As heretofore the College will provide for families and friends of the superintendents.

Beaufort Issues Handbook

A 60-page mimeographed Handbook entitled "Beaufort County Schools" has been issued by the Beaufort County Board of Education.

The purpose of this Handbook, according to Superintendent W. F. Veasey, "is to make available certain types of information and to serve as a partial guide to principals and teachers to organize and pursue general policies, procedures, and techniques designed for the Beaufort County Public Schools."

The Attorney General Rules . . .

Title to Activity Buses; Registration; Tort Liability of Local School Authorities; Liability Insurance

In reply to inquiry: I have your letter of November 6th in which you state:

"I have recently been appointed as Superintendent of Schools for _____ County, and find that several of the school activity buses are registered in the name of _____ County Board of Education. I have called this to the attention of the Board and they are concerned because of possible liability to which this might subject the County Board of Education. It seems that the reason for having them so registered is two-fold: first, because of the license plates and, second, because of ability to purchase used school buses from the State for activity buses.

"I wish to be advised as to whether a local school unit can purchase surplus school buses from the State in the name of the local school unit, and also as to whether a local school unit is entitled to have their activity buses issued permanent license.

"I would further like to inquire the procedure necessary in placing titles to the activity buses, now in the name of the _____ County Board of Education, to the name of the local units which, in fact, own these buses."

G.S. 115-45 provides that each county board of education in the State shall be a corporation and capable of purchasing and holding title to real and personal property for school purposes. Unlike the county board of education, a local school committee is not a corporation and is not a legal entity. Therefore, it would seem that a local school committee as an organization may not take title to any school property, nor may the school itself since it is not legal entity.

Prior to July 1st 1953, the question of taking title to activity buses has caused school authorities throughout the State considerable anxiety. There seems to have been very little uniformity in practice throughout the State in this regard. In some localities title was taken in the name of some member of the school committee and in others title was taken in the name of the principal of the school or some interested citizen who was willing to assume the responsibility. In still other cases title was taken in the name of the county board of education. There was a great deal of doubt as to the legal

responsibility in the case of accident. Our Supreme Court discussed the general problem in the cases of BETTS v. JONES, 203 N. C. 590 and SMITH v. HEFNER, 235 N. C. 1.

In view of the great uncertainty as to legal responsibility for the ownership and operation of activity buses, this office, at the request of school officials, drafted a statute during the last session of the General Assembly, which was enacted as Chapter 967, Session Laws of 1953, and is now codified as G.S. 115-45.1. This statute became effectual on July 1, 1953 and provides that the several county boards of education are authorized and empowered to take title to school buses *purchased with local or community funds* for the purpose of transporting pupils to and from athletic events and other local school activity purposes, and commonly referred to as activity buses. This statute further provides that any county board of education is authorized to waive its governmental immunity from liability for any damage by reason of death or injury to person or property proximately caused by the negligent operation of any activity school bus by any agent or employee of such county board of education or any agent or employee of any individual school in the county unit, when such agent or employee is acting within the scope of his authority or within the course of his employment. Such immunity is waived only to the extent of the amount of insurance so obtained. The Act then stipulates that every county board of education is authorized to pay as a necessary expense the premiums for such insurance.

Of course it is realized that the buses in question actually belong to the local school which furnished the money for their purchase. On the other hand, title to the land and the buildings situate thereon, and to all school equipment in local school buildings in a county system, is held by the county board of education. I understand that in a good many counties the premium for liability insurance is actually raised by the local schools and turned over to the county board of education for the purchase of the insurance. In view of the great uncertainty as to liability before the passage of the 1953 statute, I should certainly advise

your County Board of Education to continue to hold title to the activity of liability insurance to cover any buses and to take a sufficient amount reasonably anticipated liability.

Answering your questions directly, I am of the opinion that local schools in a county unit cannot take title to activity buses nor are such local units entitled to be issued permanent licenses. However, G.S. 20-84 provides that a county board of education may be issued a permanent license on activity buses. *Attorney General*, November 9, 1953.

Public Contracts; G. S. 143-129; School Buildings Destroyed by Tornado

In reply to inquiry: Receipt is acknowledged of your letter of October 8 in which you request my opinion on the following question which has been submitted to you:

"After fire has destroyed a school building or a tornado has caused considerable damage, could a county or city board of education legally negotiate a contract for the replacement of the building with a licensed contractor without going through the formality of taking bids?"

You state that the boards of education which have had very satisfactory service from certain contractors have indicated they would prefer to negotiate with such contractors in order to expedite the replacement of the building. You request my advice.

G.S. 143-129 provides that no construction or repair work requiring the estimated expenditure of public money in an amount equal to or more than \$2,500, or purchase of apparatus, supplies and materials and equipment requiring an estimated expenditure of public money in an amount equal to or more than \$1,000, *except in the case of special emergency involving the health and safety of the people or their property*, shall be performed, nor shall any contract be awarded therefor by any board or governing body of the State or of any institution of the State government or of any county, city or town or other subdivision of the State, unless the provisions of this section are complied with. The section then requires that the contracts for the construction referred to shall be advertised

(Continued on Page 16)

LOOKING BACK

5 Years Ago

(N. C. Public School Bulletin, February, 1949)

A year's leave of absence has been granted Julia Wetherington, Associate in the Division of Instructional Service, in order that she might accept employment in occupied Germany with the U. S. Military Government. State Superintendent of Public Instruction Clyde A. Erwin announced recently.

State Superintendent Clyde A. Erwin will be the principal speaker at the Philadelphia meeting of the Educational Press Association on March 29, it is announced by Dr. Walter Cocking of The School Executive.

10 Years Ago

(N. C. Public School Bulletin, February, 1944)

Approximately forty thousand persons in North Carolina have been given training since July 1, 1940, under the program of Vocational Training for War Production Workers, it is stated by J. Warren Smith, Director of the State Program.

Paul A. Reid, Superintendent of the Elizabeth City Schools since 1941 was appointed by the State Board of Education upon recommendation and approval of Governor J. M. Broughton as comptroller of the Board to succeed Nathan H. Yelton, who was granted a leave of absence.

J. W. Wilson was recently elected to succeed John C. Lockhart as superintendent of the Mecklenburg County administrative unit.

15 Years Ago

(N. C. Public School Bulletin, February, 1939)

Superintendent H. Lee Thomas (Moore County) has set aside three days during the school year as observation days for the teachers in his system.

Headlines:

Raleigh News & Observer—School Pay Boost, 12th Grade Hinge on Budget Study.

Greensboro News — Erwin Urges That Teachers Pay Be Raised to 1929 Level.

Asheville Citizen-Times—Adult Illiteracy Disappearing Here.

Charlotte Observer—Lenoir School Band Wins National Fame.

Elizabeth City Advance—Windsor Citizens Want School Gym.

Gastonia Gazette—Adult Classes in County Increase by 400.

Wilson Times—School Folk Concerned About Distribution of the Intangible Taxes.

Hickory Record—P. T. A. Seeking 12 Grades, Aid to N. C. Schools.

Winston-Salem Journal — Supplement is Requested for Schools.

Wilmington News—Public School Music Meeting Is Held Here.

Good Teaching

Good teaching is both a science and an art. In a free society, teachers must be of the highest quality of character, personality, education and skill. While always keeping the channels open to the inquiring and sincere mind, while helping young people "to think clearly and reason logically," teachers, by their own precepts and example, must inculcate a "fighting faith" in the sacredness of human liberty. To stimulate critical thinking and at the same time to implant deep-seated convictions is a task requiring a combination of science and art, a delicate balancing of skillful techniques which cannot by any stretch of the imagination be regarded as a simple undertaking.

(Continued from Page 15)

by publication at least once a week before the time specified for opening the proposals, in a newspaper having a general circulation in such county, city, town or other subdivision, where such contract is let by county, or by posting at the courthouse door, if there is no such newspaper.

The only question about the application of this statute would be whether or not the expenditure would come under the italicized portion of the statute which I have quoted above.

In my opinion, the construction or repair of such a building would not come within the exception of the statute, and if the expenditure involved is \$2,500 or more, it would have to be let to contract.

You will observe the statute only requires one week's notice and I would therefore see no reason why there would be any real delay on account of taking bids at a public letting.

G.S. 143-135 provides that this statute does not apply when the expenditure or total cost for any repairs, completed project, building, or structure, shall not exceed \$15,000, if the repairs, completed project, building or structure, are performed or accomplished by or through the duly elected officers and agents. This, of course, would mean that the work would be done by force account, under the supervision of the officers of the agency and without being let to contract. Attorney General, October 12, 1953.

MAKING TODAY'S NEWS

Pitt. Homer A. Lassiter, State elementary supervisor for this area, visited four county schools and held two meetings with county teachers Monday and Tuesday. —Greenville REFLECTOR, December 9, 1953.

Oxford. Members of the Oxford School Boy Patrol were guests of the PTA at the annual Christmas dinner on Thursday evening of the past week. —Oxford LEDGER, December 25, 1953.

Alamance. Dr. A. M. Proctor, educational consultant, started a detailed survey today of the school situation in Burlington and Alamance County. —Greensboro NEWS, December 4, 1953.

Henderson. Funds to finish and equip the new wing of Henderson High School were requested by the board of trustees of Henderson city schools at a meeting late Friday. —Henderson DISPATCH, January 9.

Asheville. The City School Board yesterday gave W. G. Hollifield, contractor for Hill Street and William Randolph Elementary Schools, until its next monthly meeting to complete corrective repair work on the two new buildings. —Asheville CITIZEN, January 6.

Salisbury. The local police department has launched an intensified student safety education program in the Salisbury, Spencer and East Spencer schools, Chief Dave Shuler announced this morning. —Salisbury POST, January 6.

High Point. High Point city schools will probably wind up in a little better financial shape as the result of the county's revaluation program. —High Point ENTERPRISE, January 7.

Forsyth. Forsyth County will apparently have to finance virtually all of its multi-million dollar school construction program without State aid, either through a county bond issue or a sizable tax boost. —Winston-Salem JOURNAL, January 8.

Burke. High schools at Valdese and Drexel will furnish Burke County's two candidates this year for Morehead scholarships at the University of North Carolina, according to Livingston Vernon, local attorney and scholarship committee chairman. —Hickory RECORD, January 1.

NORTH CAROLINA

BULLETIN

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March, 1954

RALEIGH, NORTH CAROLINA

Vol. XVIII, No. 7

President To Call Conferences

President Eisenhower is making plans to call state-wide conferences on education and to cap these with a national conference to be held in Washington.

In his State of the Union address, the President said:

"The preparation of teachers as, indeed, the control and direction of public education policy, is a state and local responsibility. However, the Federal Government should stand ready to assist states which demonstrably cannot provide sufficient school-buildings. In order to appraise the needs, I hope that this year a conference on education will be held in each state, culminating in a national conference. From these conferences on education, every level of government—from the Federal Government to each local schoolboard—should gain the information with which to attack this serious problem."

In the Budget message, the President elaborated his ideas in these words:

"I do not underestimate the difficulties facing the states and communities in attempting to solve the problems created by the great increase in the number of children of school age, the shortage of qualified teachers, and the overcrowding of classrooms. The effort to overcome these difficulties strains the taxable resources of many communities. At the same time, I do not accept the simple remedy in Federal intervention.

"It is my intention to call a national conference on education composed of educators and interested citizens, to be held after preparatory conferences in the states. This conference will study the facts about the nation's educational problems and recommend sensible solutions. We can then proceed with confidence on a constructive and effective long-range program. Pending the outcome of these conferences and the

development of our educational program, the Federal Government is providing assistance to those communities where school needs have been greatly increased by the activities of the Federal Government."

Most Probationers Have Less Than Elementary Education

A majority of persons sentenced by the courts of North Carolina under suspended or probationary sentences have not completed their elementary education, according to the North Carolina Probation Commission.

Records compiled by the Commission as of December 31, 1953, show that there were 4,113 probationers. Of this number, 3,308 had never been to high school. This is 80.4 per cent of the total.

Adding to this number the 530 who had been to high school but who had not graduated, there were 3,838 probationers who never completed a high school education—93.3% of the total. Only 77, or 1.9%, of the 4,113 probationers as of December 31 had formal school training beyond high school graduation. Only 19 were college graduates.

Other facts concerning these 4,113 probationers are as follows:

- By far the largest number (1,750) were convicted for breaking, entering, larceny and receiving. The next largest number (415) were those convicted of violating the prohibition law.

- The greatest number of the 4,113 were engaged in common labor (1,151) or farming and farm labor (1,029). Students (327), mostly elementary school, made up 7.9 per cent of the total.

- Ages of these probationers ranged from 16 to over 70. Of the total, 46.9 per cent were under 21 years old.

American Legion Auxiliary Sponsors Teachers' Contest

"Why I Teach," a contest for teachers, to encourage good teachers to remain in the teaching profession, and eligible young people to enter it, is again being sponsored by the American Legion Auxiliary. The contest opened November 1, 1953, and closes at midnight, May 1, 1954.

Mrs. Carl W. Zeller of Gibsonburg, Ohio, National Security Chairman of the American Legion Auxiliary, in announcing plans for the contest which was held last year and is being continued as part of the national security program of the Auxiliary, said that contestants must have completed five years of teaching by June 1, 1954, and that each entry must be accompanied by a signed statement of release, giving the American Legion Auxiliary permission to use the entry.

The subject of this year's contest is, "The purposes and goals of a teacher in a free America." The form of the essay must be an open letter to a high school graduate, and the entry may not exceed 300 words, not be less than 100.

Both Divisional and National awards will be given. The Divisional awards will consist of a \$50 U. S. savings bond, to be given to the contestant having the winning entry in each of the five Divisions. The national award will consist of a \$250 U. S. savings bond, and will go to one of the five Divisional winning contestants. In addition, each Department may give a Department award if it desires. Each Department, or state, has fixed midnight of May 1, 1954, as the deadline for the state entries. The winning entry will then be forwarded to the Divisional national security chairman by June 15, 1954, and the winning entry in each Division should be forwarded to the national vice-chairman of the National Security Committee, Mrs. Lamont Seals, Homer, Louisiana, by June 25, 1954.

Superintendent Carroll Says . . .

The facts about promotions and dropouts in our schools are graphically presented in this issue of the "Bulletin." Although these facts appear as statistical figures it is hoped that you will translate these digits in terms of boys and girls whom you have taught—or, whom you have not taught because of their continual absence or ultimate withdrawal.

Let's look at the promotion figures. There is a rumor abroad that the current and popular philosophy in education dictates automatic or hundred-per-cent promotion in our classrooms. Some honestly-concerned critics condemn us because they have heard that our present-day policies encourage Johnny's promotion irrespective of his ability, effort, achievement, attendance, or any other criteria. The rumor and the controversy about policy become less significant when we face the fact that nearly 12 percent of our children are not being promoted each year. While the statistics set the record straight, the same statistics, however, reveal much to be done in further reducing our percentage of failures. We are making remarkable progress in extending the opportunity for Johnny's achievement. Better facilities and better teaching, better transportation and better pupil welfare—certainly, as these opportunities become more available to more children we shall lessen the necessity of labelling 12 percent of our clients as failures. Linking the term "failure" with a statistic is one thing; linking the same term with a child is quite another. It is in the latter sense that we desire to lavish our best know-how in preserving the integrity and the personality of every individual.

Of equal and similar concern to us is the fact that 10 per cent of our children drop out of school in the ninth grade and still another 10 per cent withdraw in the tenth grade. Our largest percentages of drop-outs occur in the first two years of high school. Many factors may contribute to a child's decision to leave school: the compulsory attendance age is exceeded; the adjustment to four or five teachers instead of one as in elementary school; work opportunities; disinterest; dissatisfaction with curriculum offerings; a sense of insecurity; and many other factors, some of which are purely personal. The causes may be many; the effect is usually the same—a separation from opportunity and an affiliation with disappointment. Although we are retaining more of our students each year, we still have a wide margin for concern. As we study these losses we shall want to diagnose our local school situation, determine causes, and solutions. Many schools have very effectively tackled this problem and the results are encouraging. The problem is worthy of the very serious study which it is receiving in many school communities. Boys and girls who drop out of school too frequently become just a "statistic;" human life deserves more recognition in our democratic society.

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State Supt. of Public Instruction

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Qualitative Education

School Superintendents are aware of the qualitative in education.

Superintendents know that North Carolina's history of public education during recent years is marked by such improvements as a longer school term, the addition of the twelfth grade, the provision of additional building facilities and those elements that accompany better school buildings, consolidation of small schools, transportation, lunchrooms, gymnasiums, etc. All these things they know are quantitative and are not necessarily an indication of good instruction.

Superintendents know that the teacher load has been reduced, that supervisors of instruction have been employed, and that the vocational education program has expanded. These things they know are qualitative. But they also know that "the performance of good work on the part of those of us who constitute the school personnel is the most essential element to good schools. Without good work on our part, the schools will not be good regardless of how much equipment there is or how excellent the buildings may be." This is a quotation from one of them.

And this superintendent also said the following which we quote as an example of what we believe all North Carolina superintendents feel with reference to QUALITATIVE education:

"A few simple but very important items that we should keep in mind are to help our children achieve proficiency in the command of the fundamentals, language arts, reading, writing, spelling, and arithmetic. In this day of propaganda and confusion we should teach children a deep appreciation of the American Way of Life at its best, develop the ability to think clearly, to evaluate propaganda, and to hold dear and to safeguard our heritage of freedom. We should strive to provide those experiences for children that will enable them to develop strong character of the highest quality and to achieve spiritual growth. Probably one of the best ways to teach these latter values is by exemplification in the conduct of our personal relationships with them. At a time when there is doubt, fear and confusion, I hope we shall be able to provide the light of true knowledge that will inspire courage in our children for that which is right. Finally, may we hope that under our direction and guidance these young citizens committed to our responsibility will learn to get along with one another in happiness, to participate honorably in the society in which they live, and to practice those principals taught by the Master Teacher."

No Missing Link

"Mr. Gurley cited as a primary reason for our good attendance the policy adopted by principals and teachers in telephoning parents of students who are absent."

This was cited in a recent editorial by the editor of the Newton "News-Enterprise" as one reason why absenteeism in the Newton white schools was only 4.1 per cent. The editorial continued:

"Mr. Gurley also gave credit to the school attendance officer, Simon (Tut) Burgess, 'who,' he said, 'is a capable officer.'"

"Mr. Gurley urged that students continue their excellent attendance habit, pointing out that possibly the record can be improved this year."

Teachers and principals, parents, attendance officer, and students—those are the people who decide whether school attendance shall be good or poor. The superintendent is another part of the team. Superintendent Gurley mentions them all except the last which he modestly leaves out. But Superintendent Gurley recognizes the "attendance habit" as the foremost cause of few absentees by school children. He recognizes also that there is a part that the principals, the teachers and the parents must play in this cooperative effort in the attainment of a good attendance record. And finally, Superintendent Gurley recognizes the place of an attendance worker or officer in the chain of effort necessary for good attendance. There is no missing link in Newton.

When the Supreme Court Speaks

Speculation continues with regard to the decision of the Supreme Court on the issue of segregation in the public schools. A few states—South Carolina, Georgia, and Mississippi—have already made or are presently considering changes in their educational structure on the assumption that segregation will be declared unconstitutional. Action based on such speculation seems hasty and could be detrimental to the cause of education for both races.

North Carolina, with its long and commendable record in equalizing educational opportunity, believes it is wisely pursuing a more conservative course. Instead of expending its energy in determining who shall use the facilities, the State is working overtime trying to secure good schools for all children. This latter course bids to be more profitable in equipping the State to cope with the decision, whatever it might be. If assumptions are in order, it seems more logical to assume that the state which has the best facilities on Decision Day will have the least adjustments to make.

We believe that, whatever the decision is, North Carolinians will be wise enough to preserve their public schools. It would be a calamity of unimaginable proportions and of far-reaching results if on this issue the public schools were destroyed. We pray, therefore, for sanity and wisdom for all our people when the Supreme Court speaks on this issue.

Carroll Appoints Committee on Elementary Education

A State Committee on Elementary Education to promote the improvement of elementary education in North Carolina in cooperation with a program sponsored by the Southern Association of Colleges and Secondary Schools was appointed recently by State Superintendent Charles F. Carroll.

Under the plan of the Association each of the eleven Southern States will have a State Committee which will work with a Central Coordinating Committee and with cooperating schools in a regional program for the improvement of elementary education. School systems in North Carolina may cooperate in this program on a voluntary basis, and by assuming the following responsibilities:

1. Paying the annual fees for participation.
2. Initiating a school improvement program within the local district, and furnishing the State committee with an occasional progress report.
3. Furnishing personnel to work with the State committee in developing a coordinated program of school improvement in the State.
4. Sharing promising practices with other cooperating school systems.
5. Helping in providing materials for and suggesting revisions of regional publications.
6. Sending representatives to state and regional workshops and conferences.
7. Cooperating in regional activities developed by the Central Coordinating Committee.

The North Carolina Committee met on January 28 and organized with the following officers:

Dr. L. R. Wootton, Supervisor Alamance County Schools, Graham, Chairman

Maurice F. Woods, Principal Dunbar School, Mooresville, Vice-Chairman
Miss Madeline Tripp, Department of Public Instruction, Raleigh, Secretary
Jack Horner, Principal Dilworth School, Charlotte, Treasurer

The Committee will meet again on March 18 to develop plans for further action.

The following persons were named to the Committee:

A. B. Combs, Director, Division of Elementary and Secondary Educa-

tion, Department of Public Instruction, Raleigh, N. C.

Mrs. Ruth Lawrence Woodson, Supervisor of Negro Elementary Schools, Department of Public Instruction, Raleigh, N. C.

Miss Madeline Tripp, Supervisor of Elementary Schools, Department of Public Instruction, Raleigh, N. C.

Superintendent A. D. Kornegay, Hendersonville City Schools, Hendersonville, N. C.

Superintendent R. F. Lowry, Washington County Schools, Plymouth, N. C.

Rupert Bryan, Principal, Tileston School, Wilmington, N. C.

Hiram J. Mayo, Principal, Loulie and Mary Bridgers, School, Tarboro, N. C.

Jack Horner, Principal, Dilworth School, 402 E. Park Ave., Charlotte, N. C.

D. K. Pittman, Principal, East Mecklenburg School, Matthews, N. C.

J. L. Cashwell, Principal, Albemarle High School, Albemarle, N. C.

Maurice F. Woods, Principal, Dunbar School, Mooresville, N. C.

Ruth Hoyle, Supervisor, Elizabeth City Schools, Elizabeth City, N. C.

L. R. Wootton, Supervisor, Alamance County Schools, Box 591, Graham, N. C.

Gladys F. White, Supervisor, Wake County Schools, Raleigh, N. C.

Margaret McGimsey, Oak Hill School, Morganton, N. C.

Agnes Gunter, Smithfield School, Smithfield, N. C.

George Marks, Enfield School, Enfield, N. C.

Susie Faucett, Greenleaf School, 1220 North John Street, Goldsboro, N. C.

John Howell, Principal, Elementary School, Appalachian State Teachers College, Boone, N. C.

Dr. Eva Williamson, East Carolina College, Greenville, N. C.

Dr. George L. Johnson, School of Education, Winston-Salem Teachers College, Winston-Salem, N. C.

Father Cuthbert Allen, Dean, Belmont Abbey College, Belmont, N. C.

Dr. Carl Brown, Associate Professor of Education, The University of North Carolina, Chapel Hill, N. C.

Mrs. Ethel Perkins Edwards, North Carolina Education Association, Raleigh, N. C.

Board Transacts February Business

Textbook matters, compulsory school attendance, milk prices, boundary lines, building matters, vocational education, special tax elections, migrant workers, budgets—these were some of the topics of business at the February meeting of the State Board of Education.

Secretary Carroll was authorized to prepare contracts with the publishers of supplementary textbooks where their bids are in order and conform to the North Carolina formula. A basal adoption for Handwriting textbooks for use in grades 1-8 was authorized. And a substitution of a 1954 edition of a supplementary guidance text for a 1946 edition was authorized at no increase in price.

A committee composed of Dr. Carroll and Messrs. Pritchett and Martin were named to study the rules and regulations governing compulsory school attendance. "The secretary was requested to convey to the Milk Commission the wish of the Board that schools be permitted to purchase milk on a competitive basis." Approval was given to the request to alter the boundary lines between the Anson and Wadesboro city limits.

The Building Committee report was adopted. This included an application of \$98,465.85 for the erection of a school building at Gamewell, Caldwell County; an amendment to the Rules and Regulations of the Board as to the amount withheld from each project prior to inspection and approval by the Division of School Planning (ten per cent hereafter); and the approval of State funds for the construction of a school at Buxton Woods, Dare County.

A modification in the State plan for vocational education was also approved. Approval was given to special tax elections in Durham County and Winterville, Pitt County. The Board also approved the allotment of teachers for a six weeks period to Hendersonville to care for children of migrant workers. Approval was given to an additional number of local fund budgets.

A committee composed of Messrs. Martin, Daugherty, and Brower was named to prepare appropriate resolutions incident to the passing of Dr. J. Y. Joyner, State Superintendent of Public Instruction from 1902 to 1919. The Board adjourned in tribute to Dr. Joyner.

S. Australia Insures School Children

In South Australia, parents are able to insure their children against accident from the time they leave home to go to school until they return each day.

This \$112 annual coverage, worked out by the Public Schools Committee and an insurance company, costs a penny a day.

A similar plan has been approved for Western Australia, and other Australian states have the matter under consideration.

President Advocates Expansion of VR Program

"A progressive expansion of rehabilitation resources" was advocated by President Eisenhower in his message to Congress on January 18.

The President had reference to the State-Federal program of Vocational Rehabilitation which began in 1920 and which rehabilitates 60,000 of the nation's physically handicapped. Under this program North Carolina rehabilitated 2,450 persons last year. The President pointed out that "250,000 of our people are annually disabled. Therefore," he said, "we are losing ground at a distressing rate."

The President recommended 70,000 as a goal of disabled persons to be restored to productive lives. "Our goal for 1956 should be 100,000 rehabilitated persons," he said.

"In order to achieve this goal," the President continued, "we must extend greater assistance to the States. We should do so, however, in a way which will equitably and gradually transfer increasing responsibility to the States. A program of grants should be undertaken to provide, under State auspices, specialized training for the professional personnel necessary to carry out the expanded program and to foster that research which will advance our knowledge of the ways of overcoming handicapping conditions. We should also provide, under State auspices, clinical facilities for rehabilitative services in hospitals and other appropriate treatment centers. In addition, we should encourage State and local initiative in the development of community rehabilitation centers and special workshops for the disabled."

Nebraska School Editor Says Collier's Article Uses "Purple" Headlines

"Purple Poster Headlines" is the title of Dr. Archer L. Burnham's editorial in the *Nebraska Education News* for January 29, 1954.

Dr. Burnham, Executive Secretary of the Nebraska State Education Association and General Editor of the *News*, presents his own editorial in each issue of that publication under the label "I've Been Thinking."

The "Purple Poster Headlines" editorial by Dr. Burnham refers to an article by Howard Whitman entitled, "The Struggle for Our Children's Minds," which appeared in the February 5 issue of *Collier's*.

But let's read what Dr. Burnham says:

"It's a fearsome title; in fact, it smacks of the sinister. Standing alone, it hints of some design for thought-control. In this title, graphically emblazoned on the cover, lurks a phynotic suggestion that some Hitler, or Mussolini, or Stalin, or some organized group with an ulterior motive, is already on the way to making our children into something radically different from what their parents want them to be.

"Some of the sub-titles and statements quoted 'out of context' are equally alarming. For example, one sub-title reads, 'I have seen some of the struggle at first-hand . . . The implications of the battle are frightening; some of the skirmishes I saw were spine-chilling.' On the other hand, says Mr. Whitman, 'I have seen hatemongers try to prostitute a struggle for better education into a throttling of all that is American.'"

"One needs carefully and critically to read the whole article to find that Mr. Whitman reports no events as lurid as his title, or as alarming as some of his sub-titles and conclusions. He reports only what has happened or could happen someplace, to somebody, because of some crazy educational theory. But, the commitment of one screwball to a psychiatric hospital doesn't imply that all his associates are lunatics.

"The honest, earnest, interested individual, be he layman or professional educator, can only wish that Mr. Whitman had turned the picture around and shown some of the hundreds of schools where hundreds of teachers and administrators and school boards do

what parents and competent professional educators rate a good job.

"The real test of Mr. Whitman's series of articles will, of course, lie in the sources of his information. Whom will he interview? They can be the one-brains with a single pet peeve; the lone wolf with an injured ego; the self-seeker with an axe to grind; the screwball educator (and there are some, just as there are screwballs everywhere). They can even be little Allen Zolls with a yen for professional patriotism. These, all of them, will be only too happy to provide material for purple poster headlines. Or, will he also interview truly representative patrons, parents, and professional educators? These will provide him with criticisms which will help him improve the schools rather than help destroy them."

Educator Gives New Year's Resolutions

As New Year's greetings to friends, Frederick J. Moditt, New York State Education Department, sent these resolutions:

As I meet the year of work which lies ahead, what can I do best to carry forward the dreams and plans of those who believe with me that education is the greatest strength and resource of a free people?

I shall teach competency. Through the fundamental learnings I shall try to give my children the tools with which they may hew out a path so clear that they shall not stumble or fall.

I shall teach truth, for I believe that only in the understanding of truth can man hold fast his dignity and his freedom.

I shall teach friendship which is understanding and security and fair play and loyalty and honor—for these are the binding substances of a free world.

I shall try to bring to each child the vision of freedom, the glory of democracy and the joy of an abiding faith.

In all my work this year, I shall never feel lonesome or alone, for I am part of a mighty army of teachers and children and homes and many folk who stand close beside me as I march forward.

Board Adopts Resolution Re Financial Responsibility Act

At a special meeting of the State Board of Education held January 22, a resolution was adopted concerning the Motor Vehicle Safety Responsibility Act of 1953 as it relates to employees of the Board. The resolution was prepared by the Attorney General's office, and in the opinion of that office as well as the Department of Motor Vehicles meets the requirements of the Act.

County superintendents of schools have been notified of the action of the Board in this matter.

The resolution reads as follows:

"In order to fully comply with the requirements of the Motor Vehicle Safety Financial Responsibility Act of 1953, Article 9-A of Chapter 20 of the General Statutes, by giving security as provided by said Act on behalf of all employees of the State Board of Education who may at any time be engaged in operating school busses and other motor vehicles owned by the State of North Carolina, or other motor vehicles operated on the highways of this State by employees of the State Board of Education while engaged in the performance of duties imposed on them in such capacity, there is hereby allocated and set apart from the appropriation made to this Board by Chapter 1165 of the Session Laws of 1953, for the nine months' school term, the sum of One Hundred Thousand (\$100,000.00) Dollars for the purpose of securing the payment of any judgment or judgments rendered against the State Board of Education for damages arising out of accidents in the operation by its employees of the said motor vehicles, as required by and in accordance with the provisions of the said Motor Vehicles Safety Financial Responsibility Act of 1953.

"The Treasurer of the State of North Carolina, who now has custody of the unexpended portion of said appropriation, is hereby authorized, empowered and requested to treat the said allocation from said appropriation as having been irrevocably made for the sole purpose of satisfying claims which may be established before the Industrial Commission against said Board of Education, pursuant to the provisions of the Tort Claims Act, Article 31 of Chapter 143 of the General Statutes. The State Board of Education does hereby declare that the said funds shall be used for no other purpose, unless and until the

Commissioner of Motor Vehicles shall determine, under the provisions of the Motor Vehicle Safety and Financial Responsibility Act of 1953, that such allocation may be released, in whole or in part, and is no longer required for the maintenance of security deposits on account of such motor vehicle accidents.

"A copy of this resolution shall be furnished to the Commissioner of Motor Vehicles, and to the State Treasurer of the State of North Carolina, to the State Auditor, and to the Director of the Budget, as evidence of the commitments and allocation hereby made for the purposes hereinbefore set out. The State Board of Education does hereby bind itself to promptly pay from appropriations available to it for said purpose all such claims for tort liability arising out of the operation of motor vehicles, as hereinbefore referred to, as the same may be finally determined in accordance with the Tort Claims Act hereinbefore referred to, and will promptly notify the Commissioner of Motor Vehicles when such settlements are made. It is further agreed that if at any time the total amount of unsatisfied claims of which notice may be given to the Commissioner of Motor Vehicles shall exceed the uncommitted portion of the said allocation, the State Board of Education will make and provide further and additional allocations from said appropriation in the hands of the State Treasurer, sufficient to cover the total amount of such additional claims so that at all times there shall be available for the payment of such tort claims in the hands of the State Treasurer, from the said appropriation, an allocation of a sum sufficient to pay the total amount of such claims."

Four Clyde A. Erwin Scholarships Will Be Made

Four scholarships valued at \$100 each will be awarded to seniors who graduate this year, according to a letter recently sent to county and city superintendents by Flossie E. Marshbanks, secretary-treasurer of the Clyde A. Erwin Scholarship Committee.

Application blanks and Procedures for nominating candidates for scholarship awards were also mailed.

Michigan College Offers Scholarship

A scholarship to a North Carolina high school graduate is offered annually by the Michigan College of Mining and Technology.

The scholarship carries remission of matriculation and tuition fees for a four-year course. The applicant must fulfill the requirements for admission. Application must be made on blanks provided by the College. Catalog and one set of blanks are on file in the office of State Superintendent Charles F. Carroll, Raleigh, or students interested may apply direct to Michigan College of Mining and Technology, Houghton, Michigan.

Davie Sets Up Guidance Objectives

Guidance objectives have been set up for the Davie County Schools. These objectives are as follows:

1. To arrange so that each person named as counselor will have a period daily free from teaching in the high school and in the elementary school be relieved as much as possible for counseling.
2. To arrange so each counselor will have space for materials on guidance as well as a place for counseling.
3. To continue the study that was made last year for drop-outs and prevent as many drop-outs as possible.
4. To continue the follow-up study of graduates.
5. To secure and make available to pupils materials on the various vocations and professions, and information on colleges, schools of nursing, and trade schools.
6. To continue to make wise use of the State cumulative record folders.
7. To provide personal and vocational guidance for every pupil in the Davie County High School.
8. To give to each eleventh grade pupil aptitude tests.

These objectives were prepared by Superintendent Curtis Price, Supervisor D. F. Stillwell, and the following counselors:

Mrs. Harold Calhoun, Mocksville High School

Mrs. June Hicks, Cooleemee High School

Miss Nina Long, Farmington High School

Mrs. Sallie Parker, Shady Grove High School

Mrs. Coleen Barham, Smith Grove High School

Mrs. Irene Hutchens, William R. Davie School

Poetry Association Announces Activities

Poetry and prose anthologies will again be the chief activities of the National High School Poetry Association, it is announced recently by D. Hartman, Secretary.

Plans for the spring, 1954, semester activities are divided into two parts:

1. Poetry Anthologies. Closing date for the submission of manuscripts by students in grades 7-12 is March 25 for public schools and March 15 for private schools.

2. Prose (Essay) Anthologies. Essays are limited to 150 words. Closing date for submission of manuscripts is November 10. All students, grades 7-12, may submit manuscripts on any subject.

Social Security Tax Rate Increases

The social security tax rate went up on the first of January, according to a statement issued by John Ingle, Manager of the Raleigh social security office.

"The increase," he explained, "was in accordance with the 1950 amendments to the social security law, and was enacted by Congress toward meeting future obligations of the old-age and survivors insurance program."

Employees in jobs covered by the law will have 2 per cent instead of 1½ per cent taken out of their pay up to earnings of \$3,600 a year beginning with the first of January; their employers will contribute an equal amount.

The new rates apply to all taxable wages paid after December 31, 1953, regardless of when earned.

"The social security tax for the self-employed went from 2¼ to 3 per cent," Ingle added. "However, since the 3 per cent rate applies to 1954 earnings, self-employed persons will pay the present 2¼ per cent social security tax on their 1953 earnings covered by the law. This will be reported with their income tax return on or before March 15, 1954. Their first payments at the 3 per cent rate will be due March 15, 1955."

The Internal Revenue Service reports that employers have been furnished with new income tax and social security withholding tables showing the rates which will be in force this year.

The next social security tax increase, scheduled for 1960, will be to 2½ per cent each for worker and employer, and to 3¾ per cent for the self-employed.

Polio Tests Are Delayed

Due to delays in the manufacture of the trial polio vaccine the nationwide validity tests are expected to get underway in late March or early April, it was announced recently by Basil O'Connor, president of the National Foundation for Infantile Paralysis.

Mr. O'Connor said it had been hoped that the injection of school children taking part in the tests could begin in February, but he added:

"We have been confronted with some of the usual production problems that have to be expected in the manufacture of any new product. Added to these has been the length of time required to check and recheck the many processes involved in converting the results of any laboratory research into commercial production on a large scale. None of the problems encountered is insuperable and all are being rapidly solved."

Mr. O'Connor also said: "While production problems have postponed the date for the start of the trials, we plan to inoculate a sufficient number of children before June to determine scientifically the value of this product."

University Has New Provost

Dr. James Harris Purks, Jr., became Provost for the Consolidated University of North Carolina on January 1, succeeding Dr. Logan Wilson, who resigned a year ago to accept the presidency of the University of Texas.

Dr. Purks, a native of Georgia, graduated from Emory University in 1923 with highest honors. He took his graduate work at Columbia University, where he received his M. A. and Ph. D. degrees.

Varied experience marks Dr. Purks' record as an educator: A teacher at Georgia Tech., an instructor at Columbia University, Dean of the College of Arts and Sciences and acting Dean of the Graduate School at Emory, director of the Georgia University Center, and during the last four years director of the General Education Board. He was also chairman of the original committee on administration which instigated the formation of the Oak Ridge Institute of Nuclear Studies in 1945-46, and a member of the Council of the Institute from its formation until December, 1949.

The Miracle of Growth

It is the daily privilege of the teacher to see the power of growth bursting under his very eyes; and it is the daily challenge of the teacher to guide this power.

And because there is no greater power known to man than the power of growth, so there is no greater challenge known to mankind than to guide it.

Look deeper into the power of growth. There is five-year old Grant who but yesterday shied away from playmates, but who today is ready to seek them out. There is the second-grader who yesterday could not sense the difference between a city and state, but who sees that difference clearly today. There is Jane in a pubescent spurt, trying to understand her inner fears. There is the seventh-grader—yesterday unable to distinguish between "tattling" and reporting an act that threatens the school—today that insight bursts upon the child.

There is something within each child—a pushiness—that brings the mind and body to the threshold of new understandings, new capacities, new desires for action and for learning.

And the teacher waits for these signs of the miracle of growth. She waits for them, because she cannot bring them to pass. But once these clues appear, the teacher is ready. She picks up each clue—each sign of readiness—and enlarges it. She nurtures it. She leads it out into the larger spaciousness of maturity. For each spurt of ability, for each shoot of interest, she offers a climate of warmth and of sunlight.

The teacher who teaches by following the paths of the child's growth teaches with love and skill. She teaches more because the child is able to learn more. She teaches with more lasting results because the child takes to heart what the teacher puts before him. Such teaching is good teaching. But it is good only because the teacher understands the miracle of growth and follows its dictates.

—Edpress Newsletter.

RECORDS SHOW FEWER DROP-OUTS, MORE PROMOTIONS

The percentage of drop-outs in North Carolina's public schools has been less within recent years than has been the case in other years. At the same time the percentage of pupils annually promoted has been greater than preceding years. The records for twenty-two years are shown in Table I below.

Table I

This table shows a number of other facts besides percentage of drop-outs and promotions for these years.

Enrollment, the table shows is greater now than ever before—71,563 more in 1951-52 than in 1930-31.

The increase from year to year, however, has not been consistent. In fact, the record shows an increase from 1930-31 to 1933-34, then a decrease to 1937-38, followed by an increase in 1938-39, and then followed by decreases each year to 1944-45, when there were 812,826 children enrolled in the State's public schools. Since 1944-45 enrollment has climbed steadily to the present figure 914,269, an increase of 101,443 within seven years.

Membership trends during this period were almost identical to enrollment trends. During the entire period covered in the table there was an increase of 94,432. However, during this period, there was, as in case of enrollment, a low point in 1944-45 when membership numbered 759,507. In 1951-52 there were 868,769 chil-

dren in membership, that is, on the roll on the last day of school. This shows an increase within seven years of 109,262, a figure greater than the increase in enrollment during the same period.

Drop-outs. The next two columns of figures in the table indicate why the increase in membership was greater than the increase in enrollment. Stated simply, there were fewer drop-outs, pupils who left school for various reasons. Drop-outs have not been constant for the years indicated. For the past four years,

shown, however, there were decidedly fewer dropouts. There were approximately 5% drop-outs during these years as compared with 6, 7, and 8% during preceding years. The number of drop-outs during these four years was less than 50,000, whereas for preceding years drop-outs totaled from 50,801 to 76,372 annually.

Promotions. The second half of table I shows the number and percentage of promotions and non-promotions during the 22-year period under consideration. Here, too, the trend in number and percentage of promotions has been upward—from 592,806 in 1930-31 to 808,521 in 1951-52, or percentagewise from 70.3% to 88.4%.

Non-promotions, complementarily, tend to decrease during this period. There were 181,534 pupils, 21.6% of

the enrollment, who were not promoted at the close of the 1930-31 school term. In 1951-52 there were 121,286 fewer non-promotions, a total of 60,248, or 6.6% of the enrollment.

Table II

This table presents the records as to the same items presented in table I for the grades, separately for white and Negro schools, for three recent years—1947-48, 1949-50, and 1951-52. Figures for all elementary and

high school grades are also included in this table.

Some of the facts disclosed by these figures are the following:

- Fewer drop-outs occur in the elementary grades.
- Ninth and tenth grade drop-outs are greatest.
- Promotions are slightly better in the elementary grades in the case of white pupils.
- The percentage is the same in elementary and high schools in the case of Negro pupils.
- The record for white pupils is some better than that of Negroes.

I. DROP-OUTS, PROMOTIONS, NON-PROMOTIONS, 1930-31 to 1951-52

Year	Enrollment (a+c)	Membership (Last Day)	Drop-Outs	Per Cent Drop-Outs	Promotions	*Per Cent Promotions	Non-Promotions	Per Cent Non-Promotions
1930-31	842,706	774,337	68,369	8.1	592,803	70.3	181,534	21.6
1931-32	865,681	800,330	65,351	7.5	611,486	70.7	183,874	21.8
1932-33	892,086	819,796	72,290	8.1	635,507	71.2	184,289	20.7
1933-34	895,525	819,153	76,372	8.5	642,537	71.8	176,016	19.7
1934-35	892,648	821,355	71,293	8.0	652,360	73.1	168,395	18.9
1935-36	888,775	815,832	72,943	8.2	646,851	72.8	168,981	19.0
1936-37	882,006	814,681	67,325	7.6	651,725	73.9	163,956	18.5
1937-38	881,874	824,037	57,837	6.6	664,646	75.3	163,991	18.1
1938-39	892,543	835,317	57,226	6.4	681,413	76.3	153,904	17.3
1939-40	890,729	835,240	55,489	6.2	685,223	76.9	150,017	16.9
1940-41	888,148	832,841	55,307	6.2	684,645	77.1	145,196	16.7
1941-42	877,913	820,315	57,598	6.6	684,336	77.9	135,579	15.5
1942-43	858,047	796,683	61,364	7.2	671,634	78.3	125,049	14.5
1943-44	833,615	775,146	58,469	7.0	660,610	79.3	114,536	13.7
1944-45	812,826	759,507	53,319	6.6	659,302	81.1	100,205	12.3
1945-46	823,119	772,318	50,801	6.2	676,130	82.1	95,128	11.7
1946-47	845,691	793,887	51,804	6.1	704,351	83.3	89,536	10.6
1947-48	875,852	806,295	69,557	7.9	721,550	82.4	84,745	9.7
1948-49	864,154	821,262	42,892	5.0	744,006	86.1	77,256	8.9
1949-50	893,745	849,754	43,991	4.9	782,054	87.5	67,700	7.6
1950-51	909,777	860,294	49,483	5.4	796,744	87.6	63,550	7.0
1951-52	914,269	868,769	45,500	5.0	808,521	88.4	60,248	6.6

*Of Enrollment.

AASA Says Schools Should Teach How to Deal With Controversial Issues

Teaching know-how for dealing with controversial issues, not providing pat answers, is a prime aim of the modern school's citizenship education program. So says the American Association of School Administrators (AASA) in a 390-page report called "Educating for American Citizenship" published recently.

The authors, a commission of nine prominent educators including school superintendents, professors of education, a classroom teacher and a principal, voice concern over threats from isms without and civic apathy within on important issues of the day. Purpose of this 32nd Yearbook, according to the commission, was to survey existing practices in citizenship education to see where they might be improved.

Concluding that a good school curriculum cannot avoid touching upon controversial issues if it wants to give students experiences in contemporary affairs, the commission says the question is not whether children should hear and talk about controversial issues.

"No school," it goes on, "can prevent youth from hearing about such issues in their daily lives. The question to be decided is: should their contacts with controversial issues be limited to experiences outside the school—or should they meet such issues in school where they may learn to handle them? Youth will meet them sooner or later. Hence it seems far more appropriate to include them in the curriculum as natural, normal aspects of life about which youth must learn."

Pointing out that "we cannot fight totalitarian ideologies without understanding them, and that to understand them, we must read what their adherents say, argue their faults and merits, and know their strategy and their great weaknesses" the commission says it is important for young people to have access to books and materials dealing with communism.

But, it warns, "if such materials are on the shelves of school libraries, they must be labeled clearly to indicate their communist bias."

The commission further calls for well-trained, emotionally mature teachers who can guide classroom discussion of controversial issues with evenhanded impartiality.

The commission outlines a well-planned citizenship program as one that

provides the following:

1. Schools give students thorough instruction in the American heritage, stressing primarily the fields of history, geography, civics, sociology, economics and related social studies. Here, and in other courses and school activities, the student becomes well-informed about the origin and meaning of American government, its institutions and the ideals of justice and liberty that self-government makes possible.

2. Schools strive to build American ideals and democratic attitudes. Commenting that "democracy has been slower than dictatorship to put the emotions to work creating favorable attitudes toward its principals and ideals," the commission lists some ways whereby favorable attitudes are created in school: by the teacher's own practice of good citizenship; by the democratic tone or climate of the classroom; by giving students opportunity to develop desirable good group standards; and by direct teaching of patriotic ideals through the constructive use of musical and dramatic arts, pageantry and emotional appeal.

3. Schools give students training in defining problems, working on them, and solving them. Schools help students to locate, classify, appraise and compare information in order to reach independent opinions.

4. Schools give students practice in active school-community service to reinforce what they have learned. Here the commission cites examples of students undertaking projects to get out the vote on election day, clear up traffic hazards, beautify school grounds, cut down Halloween vandalism.

Home Ec Supervisors Evaluate Program

An evaluation of their supervisory practices is being made by the State supervisors of home economics education.

An *Inquiry* form was mailed to the home economics teachers of the State by Catherine T. Dennis, State Supervisor Home Economics Education, on January 25, with the request that it be returned March 1. The replies are now being tabulated.

January Timely Tips on Pre-School Clinics

The January, Number 2, *Timely Tips*, issued monthly by the School Health Coordinating Service, is devoted almost exclusively to Pre-School Clinic Programs.

School Health Coordinating Service is a joint Division of the State Department of Public Instruction and the State Board of Health. It is concerned with the promotion of health and physical education in the public schools.

The January *Timely Tips* includes a summary of reports submitted by supervisors and superintendents concerning programs held last summer. It also includes "Suggestions for Planning the Pre-School Clinics and Conferences" for new programs.

Jr. High Principals Hold Conference

Junior high school principals discussed various aspects of junior high schools at a conference held December 15, 1953, at Proximity School, Greensboro.

What subjects should be offered in the junior high school and how much time should be devoted each? was one of the subjects discussed. Another was: What block of time should be given in the 7th, 8th, and 9th grades? Activity periods, in-service training of teachers, and possible elimination of the Carnegie credit for the 9th grade were other topics discussed.

A good junior high school, it was decided, has the following characteristics:

1. A program that takes care of the needs of all the pupils of junior high school age.

2. A program that provides an opportunity to explore the various areas of knowledge.

3. A program that offers opportunities to do special work in areas of special interests and aptitudes in accordance with the needs of the community.

4. A program that provides guidance services to take care of problems, needs and differences.

5. A program that has as its core general skills and knowledge needed by all.

6. A program that will offer an opportunity for every child to take part in some activity.

School Law Conference To Be Held at Duke

A Regional Conference on School Law will be held at Duke University on June 15-17, it is announced by Dr. E. C. Bolmeier, Chairman of the Planning Committee. Superintendents and other school administrators are invited to attend.

The Conference is sponsored jointly by The Cooperative Program in Educational Administration, Middle Atlantic Region, and Duke University. It will be held on the West Campus, beginning at 9:00, a. m., Tuesday, June 15, and adjourning at 12:30, p. m., Thursday, June 17.

Outstanding authorities in the fields of law, school law, and school administration have already accepted invitations to participate on the program. Among various planned features of the Conference, addresses by prominent speakers on timely subjects will be heard, and discussion groups will consider practical legal aspects of school administration.

It is expected that each institution affiliated with CPEA-MAR will be represented at the Conference by the Dean or some other member of the Law School, the Dean or some other member of the School of Education, and the Council of Associated Colleges Representative. CPEA allowances for travel expenses of the institutional delegates will be announced later. Since the purposes of the Conference have no geographical limitations, interested persons from other CPEA Centers will be welcomed and invited to attend the Conference.

**Doctor
Gobbledygook Says:**



"An unanticipated combination of unfortuitous circumstances contributed toward the indefinite procrastination of scheduled execution of pre-determined programs to achieve the ultimate objective."

Guidance Pays Off in Flint, Michigan

The benefits of a carefully planned guidance program are shown in a recent study of about 500 Flint, Michigan, ninth grade students.

In the study the students were divided into two groups: (1) an experimental group, and (2) a control group. Over a period of four years students in the experimental group were given a complete guidance program, including:

- Achievement, interest, and aptitude testing, with explanation of results to each student.

- Interviews with qualified, experienced guidance counselors.

- Group meetings, covering high school orientation, choosing a career, how to study, and boy-girl relationships.

- Case conferences and interviews with parents in some cases.

In the control group, guidance was limited to brief discussions of job goals, checking courses elected with graduation requirements, and occasional interviews with students who were failing or who had special problems. Control

group counselors were teachers with almost a full teaching load.

Results at the end of the senior year of these students were as follows:

1. Of the 223 students in the experimental group, 140 graduated from high school. Of the same number in the control group, 119 graduated.

2. There was much less changing of courses among students in the experimental group, 28 as against 135 in the control group.

3. More of the experimental group students entered college, and more planned to take further training at the time of the study than students in the control group.

4. Experimental group students were somewhat better off job-wise. Their first jobs were on a considerably higher occupational level than those of the control group students.

5. Drop-outs in the experimental group showed greater job stability and made an average of \$17 more per week than drop-outs from the control group.

Duke to Hold Conference on Local History Use

Duke University will hold a Conference on the Use of Local Historical Resources in Teaching Social Studies on April 2-3 for elementary and secondary school teachers.

Conference sessions will include demonstration lessons, descriptions and exhibits of State and local historical resources, displays of useful instructional materials, entertainment and recreation. Discussion leaders will include outstanding authorities on North Carolina and local history, leading supervisors and other educators, and teachers who have developed effective use of local historical resources in social studies instruction at various grade levels.

The conference, scheduled from 1:30 Friday to noon Saturday, is sponsored co-operatively by the North Carolina Council for the Social Studies (social studies department, NCEA), the State Department of Archives and History, and the Departments of History and Education at Duke University.

Is It 'Me'? . . .

Queen Elizabeth II, according to a report from her tour in New Zealand, heard two small girls near the royal car arguing whether the lady within was the Queen or Princess Margaret. "I leaned over," the monarch related, "and said, 'No, it's me.'"

A generation ago a number of grammatical purists would have insisted, and probably some still do, that the proper phrase would be, "It is I." However, the "me" has long been accepted usage in Britain, and the National Council of Teachers of English once acknowledged it as also an American idiom.

Like other idioms, it won't parse, but it is clearly understood. How explain, for example, why a Frenchman says, "Qu'est-ce que c'est?" (literally "What is this that it is?") for "What is this?" And how satisfactory would it be to try to straighten out the syntax of the well-loved Negro spiritual. "It's Me, O Lord, Standin' in the Need o' Prayer."?

Actually, the Queen's "It's me" harks from ancient times as part of the king's English.

—Christian Science Monitor

California Defines Roles of Teacher

A teacher has six roles to play as a member of his profession, according to the California Council on Teacher Education.

These six roles, recently published by the NEA Commission on Teacher Education and Professional Standards, are the following:

1. *A Director of Learning.* This is the most widely recognized role, requiring ability to plan, administer, and evaluate learning activities.

2. *A Counselor and Guidance Worker.* It is generally recognized today that, to the degree that the school has a counseling program, it is carried on largely by the teachers and primarily through classroom activities.

3. *A Mediator of the Culture.* Our civilization and culture depend on the effectiveness of our schools. They require citizens with the ideals and values peculiar to a democracy and skilled in the techniques of democratic procedure. In equipping his pupils with these attitudes, ideals, and proficiencies, the teacher becomes a mediator of the culture.

4. *A Member of the School Community.* In the curriculum building, participating in the school government, extra-curricular activities, and other activities of the school as a whole, the teacher is sharing in the responsibilities of the overall school program.

5. *A Liaison between School and Community.* As a member of the community, the teacher has a responsibility to interpret the educational program to the public. The effectiveness with which this is done determines, in large measure, the degree to which the public understands and co-operates in the educational program.

6. *A Member of the Profession.* Many of the important responsibilities are fulfilled by the teacher, not as an individual in the classroom, but as a member of the organized profession. In general these include two general functions: securing support in building the educational program needed for our times, and improving the welfare and quality of membership of those in the profession to attract and hold those who should enter.

Letter to Editor Urges Teaching of Principles

In a letter to the editor of the Wilmington Star last fall (October 10) a writer, B. Throckmorton Tally, of Albemarle, suggested that the meaning of the Declaration of Independence, Bill of Rights and our Constitution should be stressed in the schools. Mr. Tally also listed the following twelve items which he called fundamental truths that should also be stressed in the public schools:

1. Honesty is the best policy.
2. Sacredness of contract.
3. Equality of all citizens before the law, with special privileges for none.
4. Limited sphere of governmental activity, limitless room for private initiative.
5. Freedom to move one's person, family, and property from place to place without interference by individuals or government, to seek employment, and to work anywhere at the occupation of one's choice, for any compensation obtainable without hinderance by anyone.
6. Protection of every citizen's right to acquire, hold, and bequeath, or otherwise dispose of property, and to

work, and produce, engage in business, and buy, and sell without interference by other persons or by government.

7. Encouragement of thrift and capital formation, and the right to climb the economic ladder.

8. Competition unhampered by government, and restricted only by the rule that all deals be honest and above board.

9. Maintenance of a republican form of government with powers of the Federal government limited to those specified by the Constitution, and all other powers being reserved to the states, or to the individual citizen.

10. Freedom of religion, speech, press, and the right of petition.

11. Right of trial by a jury of one's peers.

12. Encouragement of the respect for education and learning.

Hunt Studies Why Teachers Quit School

What happened to those teachers who left teaching positions last year?

To find the answer to this question Nile F. Hunt, Coordinator of Teacher Education, State Department of Public Instruction, has sent forms to su-

perintendents of schools on which they were requested to supply information on the following items:

A. Reasons why teachers left teaching positions:

- To enter another gainful occupation
- To enter military service
- To resume formal study
- To enter or resume homemaking
- Transfer of husband to another location
- Not offered re-employment
- To retire because of age or disability
- Illness (personal or family)
- Deceased
- To accept an administrative or supervisor position
- To accept college or private school position
- To accept another teaching position
- To be nearer home
- Unknown
- Other (specify)

B. Supplementary information regarding present status of teachers who left positions:

- Not teaching anywhere
- Teaching elsewhere in North Carolina
- Teaching out-of-State
- Unaccounted for

The information has been requested for men and women separately, elementary and high schools, and by races.

California Passes Laws Aiding Teachers

At its last session, the California legislature enacted several laws of benefit to teachers.

One of these was an increase in the minimum salary from \$3,000 to \$3,400; another provides a minimum of \$170 a month for teacher retirement benefits.

An act providing that school district employees need not pile up 10 days of sick leave before using them was also passed; in addition, a 40-day limit on accrued sick leave was repealed, and the amount that may now be allowed is unlimited.

Pay for sabbatical leaves was set at not less than the difference between the teacher's regular salary and the pay of the substitute, and not more than half of the teacher's annual salary.

A duty-free lunch period of not less than thirty minutes is now required by law.

Hoffman Suggests Preparation for Symphony Concerts

"Preparation in the classroom before the arrival of the North Carolina Symphony" is the substance of a letter recently addressed to certain superintendents, children's concert chairmen, and principals by Arnold E. Hoffmann, State Supervisor of Music, State Department of Public Instruction.

The North Carolina Symphony directed by Benjamin Swalin, gives free concerts to the school children of the State. During the past ten years 796,663 children have listened to these concerts.

"The arrival of the orchestra on 'Symphony Day' is an important event," says Mr. Hoffmann, "but preparation in the classroom before the children's concert is even more important. The concert should be the culmination of a long period of 'exposure' to the music through listening to recordings and building up the child's general information on instruments and composers. Valuable as the contribution of the music specialist is in our schools, the classroom teacher has the advantage of being able to integrate music with the daily activities, thereby offering more frequent opportunities for music to enrich the social studies, the art program, and the various expressions of creative work."

The following suggestions are made by Mr. Hoffmann:

1. Encourage each classroom teacher to make "symphony preparation" a part of her regular music study.
2. See that every child that goes to the concert is supplied with a copy of *Symphony Stories*. This is a booklet which includes the words and musical themes of the songs to be sung at the concert and stories relating to the composers.

3. Devote some time during a professional meeting to acquaint teachers with the opportunities offered through the Symphony in interesting children in finding music.

Social Studies Council Issues Quarterly Bulletin

The second number of volume 1 of Tarheel Social Studies Bulletin was released in January. This Bulletin is issued quarterly by the North Carolina Council for the Social Studies. The first

number was issued last fall. Professor Jonathan C. McLendon of the Department of Education, Duke University, is editor of this new publication.

Other North Carolina educational periodicals are the following:

North Carolina Education, published by the North Carolina Education Association, Raleigh.

The High School Journal, published by the School of Education, University of North Carolina, Chapel Hill.

The North Carolina Teachers Record, published quarterly by the North Carolina Teachers Association, Raleigh.

State School Facts, published monthly by the State Department of Public Instruction, Raleigh.

North Carolina Public School Bulletin, issued monthly except June, July and August by the State Department of Public Instruction, Raleigh.

North Carolina Parent-Teacher Bulletin, published monthly (except June, July and August) cooperatively by the N. C. Congress of Parents and Teachers and the Extension Division of the Woman's College of the University of North Carolina, Greensboro.

North Carolina School Board Association Bulletin, published quarterly by the North Carolina School Board Association, Chapel Hill.

News of Childhood Education, published four times a year by the North Carolina Association of Childhood Education.

North Carolina English Teacher, published four times per year at Chapel Hill, N. C., by the North Carolina English Teachers Association.

The North Carolina Audio-Visualist, published four times a year in November, January, March and May as the official organ of the Audio-Visual Department of the North Carolina Education Association, Chapel Hill.

Bankers Sponsor Oratorical Contest

An oratorical contest in the State's public high schools will begin during the first week in March, according to a recent announcement by the North Carolina Bankers Association.

This contest, entitled "The Big Change", is designed to call attention to North Carolina's progress since the turn of the century, and to cause high school students to devote some thought to how this progress may be continued in the future.

Prizes ranging from a \$25 savings

Study Shows Value High School Work

Students who take algebra and chemistry in high school earn higher grades in college chemistry.

This is indicated in a recent study made by the Chemistry Department of the North Carolina State College of Agriculture and Engineering. This study concerned engineering freshmen enrolled in the first term of chemistry during the school year 1953-54. Results were as follows:

1. Of 75 students who had high school chemistry and no entrance deficiencies—

40% earned a grade of A
40% earned a grade of B
12% earned a grade of C
5% earned a grade of D
3% earned a grade of F

2. Of 58 students who entered without having had high school chemistry and no entrance deficiencies—

15% earned a grade of A
24% earned a grade of B
18% earned a grade of C
24% earned a grade of D
19% earned a grade of F

3. Of 58 students who had high school chemistry but who were deficient in algebra—

5% earned a grade of A
19% earned a grade of B
28% earned a grade of C
28% earned a grade of D
20% earned a grade of F

4. Of 88 students who entered deficient in algebra and chemistry—

1% earned a grade of A
4% earned a grade of B
14% earned a grade of C
17% earned a grade of D
64% earned a grade of F

bond to \$1,000 are being offered to winners in various groups. The winner of each county contest will receive a \$25 savings bond at competitions held March 10. On March 17 group contests will be held, the winners to receive \$100 savings bond. On March 24 the group winners will compete in division eliminations. And finally on March 31 the State contest will be held in Raleigh for the \$1000, \$500 and \$250 first, second and third place winners will be determined.

Dunlap Replaces Weaver as Resource-Use Adviser

James M. Dunlap, supervisor of Wilson city schools, has been appointed to a position in the Division of Elementary and Secondary Education, State Department of Public Instruction, according to an announcement by State Superintendent Charles F. Carroll.

Mr. Dunlap replaces Dr. Richard L. Weaver as Adviser in Resource-Use Education. Dr. Weaver resigned in August, 1952, to go with the University of Michigan as Associate Professor of Conservation. The position has remained vacant until Mr. Dunlap's appointment on February 1, 1954.

Mr. Dunlap, a native of Wadesboro, attended Duke University in 1926-29, but transferred to the University of North Carolina where he graduated in 1930 with the A. B. degree. He was awarded the M. A. in Education degree from East Carolina College in 1951. He has taken other graduate work at Duke University, the University of North Carolina, Catawba College, and Columbia University.

Mr. Dunlap's experience in the public schools covers a period of 24 years as a teacher, principal and supervisor. During the summers he has worked with the Soil Conservation Service, the Agricultural Adjustment Administration, and as an electrical inspector for Beaufort, Hyde, Washington and Dare Counties. He has also held membership in the North Carolina Education Association, the National Education Association of School Administrators, the Horace Mann League, and other professional organizations.

U. Ky. To Hold Foreign Language Conference

The Seventh University of Kentucky Foreign Language Conference will be held April 22-24, 1954; Professor Jonah W. D. Skiles (Ancient Languages) is the Director, and Professors Hobart Ryland (Romance Languages) and Paul K. Whittaker (Germanic Languages) are Associate Directors.

In addition to the general sessions there will be sections for Classical Languages, French, German, Hebrew, Italian, Spanish, Latin American Literature, Slavonic Languages, Biblical and Patristic Languages, Comparative Literature, Linguistics, High School

Dr. Carroll Endorses Easter Seal Plans

Dr. Charles F. Carroll, State Superintendent of Public Instruction, has endorsed the 1954 Easter Seal Sale, particularly the School Campaign, which is conducted by the North Carolina Society for Crippled Children and Adults.

Says Dr. Carroll, "The Society has been of assistance to us in promoting phases of our programs of special education and rehabilitation, and we are grateful for the interest and assistance."

School officials recognize the value of the Easter Seal sale as a means for the pupils to gain a better acquaintance with the problems of the handicapped children, in order that they may accept them as they would other normal youngsters. The raising of funds is not the primary goal of a school campaign; rather, it is the opportunity that such a campaign gives the pupil to train for good citizenship.

BSA Publishes New Pamphlet

A new pamphlet, *Scouting in Action in Rural Schools*, has been published by Boy Scouts of America.

This pamphlet includes illustrations and descriptions of examples of Boy Scout activities in 23 states. It serves as a companion piece to the first pamphlet, *Scouting in Rural Schools*, issued by this organization in 1950.

North Carolina is represented on the Special Committee on Scouting in Rural Schools by Superintendent Allan Lewis of Rockingham County. The late State Superintendent Clyde A. Erwin was also very much interested in the experimental work of this organization in rural schools and was a member of the National Committee on School Relationships of the Boy Scouts of America, whose address is 2 Park Ave., New York 16, N. Y.

Teaching of Classical Languages, High School Teaching of Modern Languages, Teaching of Languages in the Elementary School, Folklore, and International Relations.

Those wishing programs or wishing to offer papers (for 1954 or in the future) should write to Professor Jonah W. D. Skiles, Director, Foreign Language Conference.

Vocational Rehabilitation Issues 1952-53 Report

A total of 2,450 persons were rehabilitated during 1952-53, according to the annual report of the Division of Vocational Rehabilitation which recently came from the press.

This report, prepared by Chas. H. Warren, Director of North Carolina's program, includes an increased amount of statistical data concerning the 2,450 rehabilitants. Some of these data are the following:

1. At the close of their period of service, 1,480 were placed in regular employment; 160 were placed in self-employment, non-agricultural; 298 were placed in self-employment, agricultural; 510 were rehabilitated as family workers; and 2 were placed in sheltered workshops.

2. 56% were married and had family responsibilities. 1,287 of the number had 4,043 dependents.

3. 1,403 were men and 1,047 women.

4. 1,768 were white and 682 other races.

5. Excluding farmers and family workers, the average weekly wage at acceptance was \$6.41; at closure it was \$36.23.

6. Average cost of rehabilitation per client was \$257.

The report, a copy of which may be obtained from Mr. Warren, includes many other statistics.

89 Units Carry \$159,176,552.17 Insurance with State Fund

Eighty-nine of the 174 county and city administrative units carry all or a part of their school insurance with the State's Public School Insurance Fund, a total of \$159,176,552.17 as of December 31, 1953.

This fact was disclosed in financial report of this Fund for the six months ending December 31, 1953, to the State Board of Education on February 4, 1954. The report was prepared by the Division of Insurance under the direction of Thomas B. Winborne, Director.

Premiums for the six months amounted to \$203,147.97, the report showed. Fire losses in the units covered amounted to \$79,036.37. Largest losses were in Buncombe County, \$39,922.84, and Martin with a loss of \$35,000.00 in property.

The Attorney General Rules . . .

Contract Liability of Board of Trustees of City Administrative Unit; Board of Trustees Not a Corporation

In reply to inquiry: I have your letter of May 11th in which you pose the following questions:

1. May suit be brought against the Board of Trustees of a city school administrative unit upon a contract made by such board with an architect?

2. Would such suit be brought against the board as an entity or against the individual members in their official capacity?

In the case of *KIRBY v. BOARD OF EDUCATION* 230 N. C. 619, our Supreme Court held that an action may be maintained against a county board of education on a teacher's contract because of the provisions of G. S. 115-45. That section provides that every county board of education in the State is a body corporate and is subject to suit in its corporate name. The board of trustees of a city administrative unit is not a corporation. Over a period of years there has been agitation for the enactment of legislation making the boards of trustees of city administrative units corporations, but so far as I know, no such statute has been enacted. G. S. 115-84 authorizes such boards of trustees to acquire sites for school buildings either by gift, purchase or condemnation. G. S. 115-88 provides that the title to city school property shall be vested in the board of trustees of the unit.

Reasoning by analogy from the Kirby case, I am of the opinion that an action will lie against the trustees of a City Administrative Unit in their official capacity, on a contract made with an architect under authority contained in G. S. 115-84.

As to your second question, I am of the opinion that the members of the Board of Trustees should be named as defendants. In other words, the style of the action should be "John Jones, Plaintiff, v. Frank Smith, Ralph Brown and J. W. Green, as Trustees of the _____ City School Unit." Of course any judgment obtained would be against the trustees in their official capacity and not as individuals. — Attorney General. May 13, 1953.

Enlargement of City Administrative Unit When the Unit Has Not Voted A Special School Tax; Procedure for Voting on A Special School Tax

In reply to inquiry: I have your letter of August 17th in which you write in part:

"It is the desire of the _____ Board of Trustees to extend the _____ city unit to include what might be termed as 'Greater _____'. In other words, it would include those developments which have grown up in recent years in close proximity to the city limits. It would not include all of the territory now served by the _____ schools. As soon as the new boundaries are determined and made legal, it is the plan of the Board of Trustees to ask for a special tax election to be applicable to the _____ unit as then constituted.

"It is our understanding that our first step would be to set up limits having the approval by resolution of the _____ County Board of Education and of the _____ City Board of Trustees. The second step would be to have these resolutions approved and accepted by the State Board of Education. The third step would be to follow the regular procedure in calling a special tax election. Is this a correct assumption?

"Since there is already a twenty cents county-wide special tax authorized by vote of the people, could the new authorization exceed thirty cents? Would the fact that the twenty cents is not being collected have any bearing on this?

"Under what circumstances could tuition be charged students living outside the newly constituted unit?"

G. S. 115-352 provides that the state board of education may in its discretion alter the boundaries of any city administrative unit and establish additional city administrative units when in the opinion of the State Board of Education such change is desirable for better school administration.

From the foregoing it would seem that your letter outlines correct procedure for the enlargement of the unit since the new territory to be included is not required to approve a special school tax levy already voted exclusively upon the city administrative unit. Therefore, I agree that the procedure is for the city and county boards of education to adopt separate resolutions fixing the new boundary lines of the

city administrative unit and to present these resolutions to the State Board of education for its approval. Upon approval being given by the State Board of Education, the newly created city administrative unit will then be in position to request a special tax election under the provisions of G. S. 115-361. It is thought that the provisions of G. S. 115-192 are not applicable because there is no special tax levied exclusively upon the present city administrative unit. However, it is thought that the provisions of G. S. 115-186 are applicable.

As to your second question, I assume that the present twenty cents county-wide special tax was authorized by following the provisions of G. S. 115-207 and G. S. 115-209, which authorize a maximum rate of fifty cents on the one hundred dollars valuation of property to be voted. G. S. 115-209 provides that the special tax voted upon the county as a whole shall be in addition to all taxes theretofore voted in any local tax district except as provided in G. S. 115-210. G. S. 115-210 provides that whenever the maximum special county tax rate to be levied is less than fifty cents, each local tax or special school taxing district shall have the authority to levy an additional rate, *not in excess of the local tax rate voted in the district*. I am not sure as to the meaning of the expression "not in excess of the local tax rate voted in the district." If the meaning is what the words imply, it would seem that a city administrative unit is authorized to vote upon itself a maximum tax rate of fifty cents on the one hundred dollars valuation of property regardless of the amount of special tax that has previously been voted on a county-wide basis. However, the two references in G. S. 115-209 and G. S. 115-210 may actually mean that the total of the county-wide and city rates for special school tax purposes shall not exceed fifty cents. If you and your board feel that you can get along with a maximum special tax rate of thirty cents, I suggest that the election be called upon that basis because there is some doubt as to the legislative intent. *Attorney General*, September 1, 1953.

(Continued on page 16)

LOOKING BACK

5 Years Ago

(N. C. Public School Bulletin, March, 1949)

R. H. Claytor, who retired as superintendent of the Orange County schools in 1947, died at his home in Hillsboro on February 16.

Lunchroom supervisors and managers were recently warned by Mrs. Anne W. Maley, State Supervisor School Lunch Program, about serving foods that might have spoiled because of the lack of proper refrigeration.

"North Carolina schools are sick." This is what Superintendent Charles F. Carroll of the High Point Schools and a member of the State Education Commission told the Joint Appropriations Committee on February 3.

10 Years Ago

(N. C. Public School Bulletin, March, 1944)

Principals of high schools are requested by Supt. Clyde A. Erwin to inform high school seniors of the educational benefits provided by law for children of certain World War veterans, including children of veterans of World War II.

During the school year 1942-43, the Division of Textbooks of the State Board of Education shipped library books for high school use valued at \$50,129.44, it is stated by E. N. Peeler, Director.

The teacher training program of the Greater University was announced in a recent bulletin by Guy B. Phillips, Director of Admissions of the Chapel Hill unit.

15 Years Ago

(N. C. Public School Bulletin, March, 1939)

In a number of schools throughout the State a new type honor roll, called the citizenship honor roll, is being tried out.

One thousand prisoners, most of them under 30 years of age, are now enrolled in WPA and State-Aid Adult Education classes.

The committee of superintendents recently appointed by the State Textbook Commission to serve in an advisory capacity in a discussion of proposed changes in the administration of the textbook program in a scheduled meeting February 21 voted unanimously that the flat fee program be established throughout the State as fast as possible.

Two Views of Teaching

1. The Teacher

Just a sitting in a schoolroom
In a great big easy chair,
Keeping things a-moving
With a lordly sort of air;
Not a thing to do but asking
Lots of questions from a book,
Expecting children to answer
Though they're not allowed to look—
That's teaching.

—Anonymous.

2. The Teacher

The teacher is an artist—
Not a copyist of ancient art—
But sketching beautiful pictures
Upon the little child's heart.
The teacher is a sculptor—
Not with marble and clay—
But patiently shaping daily
The citizen of a future day.
The teacher is a craftsman—
Not with steel and stone—
But with minds, habits, instincts,
The most precious elements known.
The teacher is a prophet—
Not merely a seer in name—
But envisaging the child standing
On a golden stair of fame.
The teacher is a pilot—
Not on sea nor in the air—
But seeking a blessed haven
For the child within her care.
The teacher is a partner—
Not in business nor in trade—
But cooperating gladly with you
And ever lending her aid.
The teacher is a human—
With weaknesses galore—
But for all her finer virtues,
Let us praise her more and more.

J. A. Hunter
Elon College, N. C.

(Continued from page 15)

P. S. Through inadvertence I have failed to answer your question as to tuition. G.S. 115-352 contains the stipulation that the provision as to the non-payment of tuition shall not apply to children who have not been transferred by the State Board of Education as provided in this section. It would seem then that your administrative unit will be entitled to charge tuition to all children living outside the unit who are permitted to attend your schools but who have not been transferred to that unit by order of the State Board of Education in conformity with the procedure outlined in G.S. 115-352.

Children allowed to attend schools of another administrative unit, but without having been transferred by the State Board of Education in conformity with the provisions of G.S. 115-352, may be charged tuition. —A.G.

MAKING TODAY'S NEWS

Randolph. A survey team representing the Division of School Planning of the State Department of Public Instruction will spend the better part of this week in Randolph County looking into school needs and inspecting existing buildings, it was announced by the County Board of Education last week. Liberty NEWS, —January 12.

Burke. A teachers' workshop in reading problems will be held Friday in the Drexel elementary school auditorium, the first at 2:15 and again at 7:30 p. m. —Morganton NEWS-HERALD, January 11.

Salisbury. According to Henry McFayden, State director of public relations (N.C.E.A.), the teachers in the Salisbury Schools are doing a good job of informing the public about the school program. —Salisbury POST, January 12.

New Hanover. During the first half of the present school term, New Hanover County Schools received 26 shipments of federal surplus food with a wholesale value of \$26,007.15 to assist its school lunch program, John O. Marshall, business manager of the Board of Education, said today. —Wilmington NEWS, January 7.

Surry. The Surry County school system expects to receive total allocations of at least \$350,000, and perhaps as much as \$380,000 from the 50 million dollar State bond issue voted last October 3, Superintendent Bruce H. Tharrington of Mount Airy said today. —Elkin TRIBUNE, January 11.

Raleigh. Dr. Charles Carroll, State Superintendent of Public Instruction, was the speaker at the January meeting of the Needham Broughton P. T. A. —Raleigh NEWS AND OBSERVER, January 21.

Hertford. A. S. Hurlburt, Assistant State Superintendent in Instruction, and Homer Lassiter, northeastern divisional supervisor, with the State Department of Public Instruction, will spend two days in Hertford County next week. —Raleigh NEWS AND OBSERVER, January 17.

New Hanover. Board of education members agreed with parents here yesterday that "Old things are best" as they voted unanimously to revert to the old report card. —Wilmington STAR, January 28.



April, 1954

RALEIGH, NORTH CAROLINA

Vol. XVIII, No. 8

Study Shows Facts Concerning Teacher Situation

A study, Supply and Demand of North Carolina Teachers, 1953-54, completed last month by Dr. James E. Hillman, Director of the Division of Professional Service, State Department of Public Instruction, shows many facts concerning the present teacher situation in this State.

Some of the facts which the study shows are the following:

1. There is still a shortage of elementary white teachers—approximately 1,000.

a. The supply for 1953-54 will be 663 from the institutions of the State. The supply in 1952-53 (for 1953-54 employment) was 704.

b. The demand this year for new teachers in this area was 1,707. Last year the demand was 1,537.

2. Because not all the "supply" as measured by college output actually teaches, the shortage is greater than apparent. Based on replies from one-third of those who completed preparation in 1952-53 for teaching, it was found that 87.9 per cent of the elementary group actually taught, whereas only 55.9 per cent of the high school group actually taught in 1953-54. Based on this data, Dr. Hillman points out, "to give to the profession 1000 elementary teachers would require an output of less than 1,200 teachers, whereas for the same number of secondary teachers would require an output of some 1600 secondary teachers."

3. A third fact shown by the study is that which applies to recruitment. A table is presented which gives by county and city units the number of teachers produced in 1953-54 as compared with the need or demand in these respective units for new teachers. The facts revealed by this phase of the study may be summed up by the simple statement: Some units produce a sufficient number of white teachers for their annual needs; the great majority of units fail to recruit from their

own high school graduates a sufficient number of white teachers to fill the positions that become vacant each year. "The State as a whole," Dr. Hillman states in the study, "will produce from its own colleges 1,657 white teachers in 1953-54, which is 6.9 per cent of the 1949-50 high school graduates."

4. A fourth fact, presented by this study, also relates to recruitment. Specifically, it refers to number and membership in Future Teacher Clubs. Here are the facts: In the 649 accredited high schools for white students there are a total of 55 Future Teacher

Clubs with 1,166 members. In 13 of the State's institutions which prepare teachers there are Future Teacher Clubs with a total membership of approximately 800.

College Conference To Meet November 4-5

November 4-5 at the Hotel Robert E. Lee, Winston-Salem, are the dates and place for the next annual meeting of the North Carolina College Conference, it is announced by Dr. James E. Hillman, Secretary-Treasurer.

Committees, Dr. Hillman stated, will be expected to function in the normal way. Their reports will be expected at the meeting, and the general program is being planned. Specific information will be provided later, he said.

Charlotte Negro School Cited for Design Excellence

Double Oaks School, Charlotte, was one of five schools of the nation cited for excellence of design at the annual convention of the American Association of School Administrators which met recently in Atlantic City.

Double Oaks, one of Charlotte's 11 elementary schools for Negroes, was listed among the five best-designed schools among 139 units entered in a contest, sponsored annually by The School Executive, a leading national magazine for school administrators. A. G. Odell, Jr., and Associates were the architects. At the Atlantic City meeting Mr. Odell and Charlotte's Superintendent E. H. Garinger were presented with a bronze plaque award.

Construction of the Double Oaks school was completed in 1953. It is considered especially outstanding because of its site planning for maximum utilization of available space in irregular terrain. The school has 14 teachers including the principal, Mrs. Gwendolyn D. Cunningham.

A few sentences from the jury which made this year's awards are significant:

"Better educational thinking and better architects have been attracted to this field since World War II."

"The most notable change in this competition is the affirmation of contemporary architecture as distinct from traditional. The battle against white columns, shutters, small divided windows, cupolas, pinnacles and other stylistic mannerisms is apparently over . . . There is a wide variation of the skill with which the supposedly direct and functional forms have been handled."

"The top award winners, in every case, went beyond rebellion against traditional forms, went beyond affirmation of mere structural clarity toward a successful affirmation of the values of the environment on people. Each one showed a sensitive relationship between indoor and outdoor surroundings. Each was sensitive and responsive to its site. Each of them used the outdoors to enhance the environment of people occupying rooms. In each of the winners there has been a conscious effect to combat the confining effects of people contained in limiting boxes."

Superintendent Carroll Says . . .

The advent of our new and very excellent publication entitled **HEALTH EDUCATION** gives us an opportunity to think anew about our responsibilities for school programs which further the all-round development of youth. All of us in education subscribe to the belief that our students should be equipped with accurate knowledge about their physiological growth and welfare and should be informed about the effect which that knowledge has on mental, emotional, moral, and social maturity. Health education as conceived today, means much more than brushing teeth and washing hands; the present-day concept is broadened to include all those areas of personality development which can be influenced by a "state of well-being." It is within the framework of this larger and more functional concept that we must orient our instruction in health. This emphasis is proper and defensible. It is in accord with the seven cardinal principles of education, the first of which compels the school to become the medium through which students may acquire knowledge, attitudes, and habits conducive to a "sound mind in a healthy body."

With our new publication as a guide, we shall want to re-examine our health curriculum and balance its ingredients within the total realm of school experiences which we call education. As we approach this study, we shall recognize the need, not only to teach our youth about their bodies and personal cleanliness, but also to equip them to deal wisely with problems related to alcohol, narcotics, and habit-forming drugs; we shall want to develop their skills in administering first-aid; we shall need to stimulate their concern for safety; we shall want to encourage emotional stability and other aspects of mental health; we shall want to quicken their sense of responsibility for the health of others; and, above all, we shall want to cultivate their appreciation for wholesome family relationships. All of these areas of personal development are legitimate concerns of the teacher who instructs in health education.

As a State, we have made remarkable progress in health education and health services. Health has become both a personal and public concern. We realize more than ever that our potentialities for building a great State are dependent upon the "well-being" of our human resources. We can make no finer contribution to the progress of our people than to help them acquire and preserve good health.

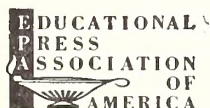
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State Supt. of Public Instruction

EDITOR
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Director, Division of Publications

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Ye Editor Comments...

Free

Free speech is an individual right. However, even with this freedom there are certain restrictions. You may not disturb the peace of free public assembly, or use obscene language in public.

Free religious worship is another individual right. Any person is free to join the church of his choice or not to join any, as he sees fit. There are usually no restrictions on this right.

Free press is the right of an individual, a group of individuals or corporation, who own and issue a newspaper. Except for libel, indecent matters, or abuse, newspapers are usually free to express their opinions and to print that which is deemed proper and desirable.

All of these freedoms are guaranteed by the Constitution of the United States in these words: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances."

Free public schools have been established by the states. The North Carolina Constitution says: "The people have a right to the privilege of education, and it is the duty of the State to guard and maintain that right." In another section the Constitution states that "the General Assembly. . . shall provide by taxation and otherwise for a general and uniform system of public schools, wherein tuition shall be free of charge to all the children of the State between the ages of six and twenty-one years." A law, enacted by the General Assembly, provides for the compulsory school attendance of all children between the ages of seven and sixteen for a period each year equal to the time the public school operates. There is no law requiring attendance at **public** school, and so some parents exercise their freedom to send their children to private or parochial schools. Nor is there an authoritarian government which has said what shall be taught in the public schools. On the other hand, the people through the democratic way decide what subjects shall be taught, always keeping in mind that which is best for a free society. The public schools are free to teach **about** all phases of the universe.

Compulsion applied to the education of children is not tyranny, as some would have us believe. It is simply one of the requirements for the preservation of a good government and of a free nation. It was Thomas Jefferson who said that democracy can be no stronger than the enlightenment of the people. The compulsory feature of our education, therefore, is in the final analysis a protective device for the preservation of our democratic way of life. It has no force nor effect upon those who desire an education for their children. It applies only to that person who refrains from sending his child to school, or to that child who absents himself from school without a legal excuse. These children are not free in a democracy to attend no school at all.

Reviews

In the February number of this publication we presented reviews of recent books in the field of public education, namely, Albert Lynd's **The Quackery in the Public Schools**, Hutchins' **Conflict**, Bestor's **Educational Wastelands**, and Paul Wooding's **Let's Talk Sense**.

This month we are giving a fuller review of Professor Bestor's book by Edward Darling, Sales Manager, The Beacon Press, Boston, Massachusetts.

These reviews have been presented, not as reviews per se, since we are not interested in promoting the sales of these books, but as articles giving information as to what reviewers are saying about these particular books which are concerned either critically or favorably with public education. We thought you, too, would like to know what is being written about the schools and what some people think about these "writings," even though you may not have an opportunity to read the books themselves.

By 1970

By 1970, the Southern Regional Education Board reports, North Carolina will have about 25,000 more college students than was the case this year. In other words, the colleges of the State will have approximately 68,000 students at that time.

In 1955, when the next General Assembly meets, 1970 will be 15 years hence. The question, then, is: Is 15 years too long to plan in advance for this increased enrollment which will not become apparent all at once, but gradually increases year by year over the 15-year period? We think not, and so we submit our idea for meeting this gradual need as it takes place.

Based on this proportion of enrollment in State-supported institutions, it may be expected that the twelve senior institutions of higher learning would totally have 15,000 more students in 1970 than now. This is all to the good, and the administrators of these institutions and the members of the General Assembly will no doubt provide for this increase. However, it appears to us that a few institutions on the junior college level at which high school graduates could extend their education at less cost, since they could live at home, would be a good investment for the State.

According to the latest figures North Carolina ranks next to the bottom in percentage of population in college. Economics no doubt are partly responsible for this condition. Coupled with this is perhaps the fact that opportunities are not quite available. The addition of a number of junior or community colleges would surely widen this opportunity, and at the same time would help the senior colleges in that it would eliminate some of those who now leave college after their first or second year.

Board Allots First \$25,000,000 From \$50,000,000 Bond Issue

An allotment of \$25,000,000 from the \$50,000,000 in bonds voted last fall for the construction and improvement of school plant facilities in the counties of the State was made by the State Board of Education at its March 4th meeting.

This allotment was made in compliance with sections 2(a) and 2(b) of the act authorizing the voting of the bonds. Section 2(a) states that each county shall be allotted the sum of \$100,000, which totals \$10,000,000 for the 100 counties. Section 2(b) provides for the distribution of \$15,000,000 on the basis of average daily membership, provided such distribution is not in excess of the need in any county. The remaining \$25,000,000 is to be distributed upon the basis of a formula determined by the State Board of Education. A committee from the Board is now at work on such a formula which will be presented to the Board and the Governor for approval at a later date.

The act, chapter 1046, setting up this \$50,000,000 fund also provides for a deduction of $\frac{1}{8}$ of 1%, a total of \$31,250, for making available surveys and plans to the counties of the State. Expense of bond sales, \$13,427.33, has also been deducted. The following table shows the net grants to the several counties and cities, a total of \$24,955,322.67:

Allocations, March 4, 1954

Alamance	\$222,949.41
Burlington	126,785.93
Alexander	158,220.80
Alleghany	128,493.32
Anson	127,102.64
Morven	36,731.08
Wadesboro	55,394.08
Ashe	185,560.53
Avery	160,557.38
Beaufort	150,613.12
Washington	95,152.79
Bertie	212,235.09
Bladen	238,363.90
Brunswick	184,724.81
Buncombe	335,403.50
Asheville	147,687.62
Burke	179,915.13
Glen Alpine	29,434.25
Morganton	59,492.43
Cabarrus	154,263.12
Concord	75,105.68
Kannapolis	92,992.69
Caldwell	219,937.72
Lenoir	56,033.22
Camden	118,294.23
Carteret	180,068.71

Caswell	193,849.42
Catawba	165,815.88
Hickory	111,567.18
Newton	49,361.66
Chatham	198,164.43
Cherokee	73,696.06
Andrews	48,396.85
Murphy	56,662.54
Chowan	46,629.26
Edenton	99,942.74
Clay	123,768.99
Cleveland	240,925.83
Kings Mountain	42,632.97
Shelby	76,153.91
Columbus	257,264.40
Whiteville	63,852.05
Craven	158,054.25
New Bern	91,822.00
Cumberland	245,393.54
Fayetteville	127,946.40
Currituck	122,080.52
Dare	118,004.28
Davidson	194,588.99
Lexington	81,397.81
Thomasville	61,042.30
Davie	154,860.90
Duplin	276,260.88
Durham	152,092.32
Durham	239,786.79
Edgecombe	176,742.27
Rocky Mount	61,294.37
Tarboro	65,512.80
Forsyth	264,632.96
Winston-Salem	298,567.14
Franklin	189,483.84
Franklinton	38,902.68
Gaston	334,746.26
Cherryville	34,684.64
Gastonia	134,740.63
Gates	140,176.24
Graham	126,992.46
Granville	146,219.88
Oxford	89,653.93
Greene	178,567.83
Guilford	290,209.63
Greensboro	250,437.95
High Point	148,216.34
Halifax	232,018.25
Roanoke Rapids	65,755.53
Weldon	35,895.42
Harnett	296,676.14
Haywood	169,220.11
Canton	74,618.55
Henderson	155,594.90
Hendersonville	50,397.93
Hertford	187,914.17
Hoke	161,478.37
Hyde	124,382.98
Iredell	183,810.42
Mooreville	50,225.94
Statesville	77,409.71
Jackson	168,931.56

Johnston	375,949.41
Jones	148,874.48
Lee	131,258.32
Sanford	59,418.82
Lenoir	177,675.28
Kinston	101,979.62
Lincoln	139,428.05
Lincolnton	60,731.85
Macon	163,661.46
Madison	175,139.70
Martin	225,623.55
McDowell	117,251.87
Marion	85,978.00
Mecklenburg	268,677.54
Charlotte	430,146.71
Mitchell	159,005.35
Montgomery	172,854.29
Moore	185,460.48
Pinehurst	19,380.01
Southern Pines	29,856.50
Nash	279,601.87
Rocky Mount*	64,573.42
New Hanover	316,903.78
Northampton	218,221.53
Onslow	208,568.19
Orange	130,454.70
Chapel Hill	64,878.54
Pamlico	141,796.50
Pasquotank	68,025.67
Elizabeth City	113,236.91
Pender	183,582.10
Perquimans	137,447.39
Person	208,636.42
Pitt	278,738.01
Greenville	82,185.63
Polk	108,421.75
Tryon	39,497.62
Randolph	206,301.57
Asheboro	82,426.77
Richmond	122,037.18
Hamlet	67,484.71
Rockingham	62,571.57
Robeson	271,104.81
Fairmont	47,624.18
Lumberton	55,550.72
Maxton	27,721.20
Red Springs	28,652.48
St. Pauls	39,134.56
Rockingham	142,288.99
Leaksville	92,301.43
Madison	31,759.64
Reidsville	71,531.81
Rowan	254,795.30
Kannapolis*	33,838.73
Salisbury	80,834.35
Rutherford	276,619.04
Sampson	249,359.00
Clinton	61,592.46
Scotland	117,325.99
Laurinburg	91,071.66
Stanly	168,215.33
Albemarle	68,289.53
Stokes	186,703.23
Surry	193,064.75
Elkin	30,676.50
Mount Airy	67,426.01

New Health Course Comes From Press

The long-expected *Health Education* course of study came from the press last month and has been distributed to those superintendents who have placed orders with the Department, according to L. H. Jobe, Director of the Division of Publications.

The new 410-page publication, bound in a blue and white cover, is intended as a guide for teachers and others who have responsibilities in the school health area. Charles E. Spencer, Director School Health and Physical Education, directed the preparation of the guide. Mrs. Annie Ray Moore, Health Educator, served as Chairman of the Committee which had the preparation of this publication as its major task. Ideas for the completed work came from a number of sources, all of which are acknowledged with appreciation.

State Superintendent Charles F. Carroll in the Foreword, states:

"This program of Health Education offers many fine suggestions which, if adapted to the varying needs of individuals and groups by the skillful teacher, will not only contribute to the happiness and well-being of each pupil, but also will raise the level of general education of all the citizens of the State."

Copies of the publication are available from the Division of Publications, State Department of Public Instruction, at \$1.00 per copy.

Swain	135,281.36
Transylvania	156,975.76
Tyrrell	120,409.09
Union	229,105.53
Monroe	38,542.40
Vance	114,923.98
Henderson	109,266.92
Wake	321,177.64
Raleigh	202,232.33
Warren	208,926.37
Washington	154,485.68
Watauga	166,475.57
Wayne	206,698.32
Fremont	19,036.44
Goldsboro	122,277.98
Wilkes	246,293.66
North Wilkesboro	29,131.51
Wilson	141,053.99
Elm City	38,972.45
Wilson	126,951.13
Yadkin	186,720.28
Yancey	171,319.30

*Kannapolis divided between Cabarrus and Rowan Counties.

*Rocky Mount divided between Edgecombe and Nash counties.

School Groups May Use State Fair Youth Center

Organized school groups who wish to tour and study points of historical and educational interest in and near Raleigh may use for overnight lodging the facilities of the State Fair Youth Center, it was announced recently by Dr. J. S. Dorton, manager of the State Fair.

Policies and procedures for use of the Youth Center, which is in a grove of trees on the Western edge of the Fairgrounds, were also announced by Dr. Dorton. "We want the Fairgrounds used on a year 'round basis," he said, "and the Youth Center is available to organized groups who are unable to make suitable arrangements for lodging in commercial establishments in or near Raleigh."

The Fair Youth Center has two comfortably equipped and furnished dormitories—the one for boys accommodating 96 persons in 32 triple-deck bunks with springs and mattresses; the other for girls accommodating 64 in 32 similar double-deck bunks. Both dormitories are heated and have complete shower and toilet facilities.

The kitchen which is a part of the Youth Center is not available for transient groups, but the adjoining screened dining area may be used for picnics and recreation. Arrangements can be made for eating elsewhere in Raleigh, including the State College cafeteria as a part of the tour of the campus.

A caretaker and his wife live in a cottage in the Youth Center area which is completely fenced off from the remainder of the Fairgrounds. One of the requirements for usage, however, Dr. Dorton said, is that one or more adult teachers or chaperones accompanying the group must be assigned to each of the dormitories to insure safety, good order and proper respect for the property.

Special usage rates for elementary and high school age groups are as follows:

If the group furnishes its own towels, blankets, sheets and other bedding—\$1.00 per person per night.

If the State Fair furnishes towels and bedding—\$1.25 per person per night for groups of 50 or more; \$1.50 per person per night for groups of 25 to 50; and \$1.75 per person per night for groups of less than 25.

Reservations and arrangements may be made by writing: The State Fair, P. O. Box 1388, Raleigh, or by telephoning 7549 or 3-3942 in Raleigh.

State's Report Cards Have Flexible Use

Elementary and high school report card forms recommended for the public schools by the State Department of Public Instruction are flexible in use, according to A. B. Combs, Director of the Division of Elementary and Secondary Education.

"Schools using our forms," Mr. Combs stated, "may simply use that part listing the various subjects and a marking scheme of A, B, C, D, or if they prefer they can use the part which provides for a check on 'Some Desirable Outcomes' as they relate both to subject matter and personal assets. Under the subject-matter relationships the various subjects are again listed; but instead of using a letter to designate the pupil's record for a given period, 'outcomes' are to be checked 'satisfactory' or 'unsatisfactory.' The outcomes for reading, for example, are the following:

Reads with understanding and gets meaning

Reads expressively to others

Tries to get new words

Uses acceptable reading habits

Likes good literature

Or for arithmetic, another example:

Knows and uses number facts needed

Thinks through problems

Works rapidly and accurately."

"The school," further stated Mr. Combs, "may use either parts of the card, or they may use both parts. They are not compelled to use our cards at all, if another form better suits their needs in giving to the parent some information concerning the progress of the child in the school. We have simply designed these cards for flexible use in schools that want them, and they may be purchased from our Division of Publications at a reasonable price (\$6.00 per 1,000). As a matter of fact, a great number of the schools of the State use our forms."

Board Approves Statement

Appreciating J. Y. Joyner

A Statement of Appreciation of the late J. Y. Joyner, State Superintendent of Public Instruction of North Carolina from 1902 to 1919, was approved by the State Board of Education at its March 4th meeting. Dr. Joyner died January 24 at the age of 91 years.

The Statement, prepared by a committee from the Board and read by the chairman of the committee, Sanford Martin, is as follows:

In the death of Dr. James Yadkin Joyner on January 24, 1954, North Carolina lost one of the greatest educational statesmen that our state has ever produced. For three score and ten years he was a dynamic champion of the cause of universal education. He contributed mightily to the building of a public school system which has enabled our Commonwealth to become the leader of the South in educational opportunity offered to all the children.

Appointed by Governor Charles B. Aycock as State Superintendent of Public Instruction in 1902, Dr. Joyner served in that capacity for seventeen years. He was elected and re-elected by the people until he voluntarily retired from public office in 1919.

Some of the most significant victories won for the cause of public education under the leadership of Dr. Joyner during his terms as State Superintendent were:

1. The building of an unprecedented number of new schoolhouses and the consolidation of districts.
2. The establishment of the first public high schools with State aid.
3. The creation of the State Literary Fund to be used as a loan fund for building and improving public schoolhouses.
4. Compulsory school attendance.
5. The teaching of agriculture and domestic science in public high schools.
6. Extension of the minimum constitutional school term from four months to six months, with many districts voting to provide longer terms under Dr. Joyner's inspiring leadership.
7. State certification of teachers.

No state in the Union made more progress in public education than North Carolina achieved under the leadership of James Yadkin Joyner. His aggressive leadership in this field gained for him not only State but also national recognition. He was elected president of the National Education Association in 1910.

Dr. Joyner's retirement from public office did not mean that he was quitting the fight for better schools. He continued to work for that great cause to the end of his 91 years.

He was a leader in the effort to get a State-supported eight-month school term for all the children. He worked for the nine-month term and the twelfth grade. He gave his eloquent voice and powerful influence in support of both of our recent State bond issues for school buildings.

As late as last September Dr. Joyner made an inspiring appeal before this Board for equal opportunity for all children. In this, his last appeal for the cause so dear to his great Christian heart, Dr. Joyner's words were different but his philosophy was the same as in his first biennial report as State Superintendent 51 years ago, when he said:

"In such an age as this, and in such a land as ours, it is scarcely necessary for me to waste words in any argument for education—the power and the necessity of it, the right of every child to have a chance to get it, and the duty of every state and every community to give him this chance. Every age has its spirit, properly called spirit, something born in heaven and sent to earth to direct the destiny of that age. The finite power of puny man can not avail against the infinite power of such a force. The spirit of this age, as all men must feel, is universal education. Born in heaven, too, and sent to earth with this spirit of universal education, was its twin spirit that men name Democracy, whose irrevocable law is equality of opportunity.

"It is no accident that these twin spirits should find their favorite abode and set up their choicest kingdom in this new world of ours. They must reign together or reign not at all. United they stand, divided they fall. The little state that dares to raise its little arm against the unalterable decree of these divine twin spirits is doomed in the outset to failure and destined in the end to ruin.

"I have an abiding faith in the wisdom and the justice of my people that drives out all fear of their final failure to obey the spirit of the age and the fiat of the civilized world. The people of North Carolina have already decreed in their minds and hearts that the

Basketball Most Popular Sport Among High School Students

A larger number of high schools in the State have basketball teams than teams for any other athletic sport, according to a recent survey by J. L. Pierce, Consultant in Health and Physical Education of the State Department of Public Instruction.

Replies from 746 of the 954 public high schools showed the following:

741 (99%) have basketball teams for boys

718 (96%) have basketball teams for girls

494 (66%) have baseball teams

396 (53%) have football teams

84 (11%) have softball teams

42 (5%) have track teams

19 (2%) have golf teams

19 (2%) have tennis teams

6 have wrestling teams

4 have swimming teams

4 have soccer teams

2 have volley ball teams

1 has a speedball team

"This does not mean that more schools do not have more athletic activities," Mr. Pierce stated. "These figures apply only to interscholastic sports. There are many athletic activities of an intraschool nature. From the point of view of an interscholastic athletic program, however, the situation is discouraging in that so few schools have a well-balanced program of both team and individual sports. If our athletic program is to have a maximum carry-over value in terms of the lives of the individual students, we certainly need to increase the emphasis on track, tennis, golf, swimming, bowling, badminton, etc. We might also relieve some of the pressure, or so-called over-emphasis on the major sports by sponsoring other team sports such as volley ball, soccer, and speedball."

children of North Carolina—all the children—shall be educated.

"Here in our fair land, it is daybreak . . . The night has been long and bitter the light shall be all the sweeter. It shall gild with glory the mountains of the West, it shall flood with glory the plains of the East. It shall enter the humblest heart and transform it into a temple of truth; it shall enter the lowliest hut and transform it into a prince's palace, for out of it, too, henceforth shall come kings and queens of men."

Home Ec Staff Issues Guide

"A Guide for Planning and Equipping Homemaking Departments in North Carolina Schools" is the title of a 28-page mimeograph booklet, recently issued by the Home Economics staff of the Division of Vocational Education, State Department of Public Instruction.

In this booklet will be found suggestions for the teacher, for the school administrator and architect, and for the teacher trainer. A look at the Contents page shows that it includes sections on Guides in Planning, The Functional Department, Equipping the Homemaking Department, and a Bibliography.

North Carolina Receives Federal Funds

Under public laws 874 and 815, North Carolina received \$3,965,420.43 for the year which ended June 30, 1953, according to a recent report on the administration of these laws by the Office of Education.

P. L. 874 provides for financial assistance to the states for the operation and maintenance of schools in areas where the Federal government acquired property and established facilities. Under this law North Carolina was entitled to receive \$274,876.72, as follows:

Craven County	\$58,652.99
New Bern	21,458.12
Fayetteville	72,040.94
New Hanover	64,708.16
Cumberland	20,786.43
Carteret	4,331.21
Onslow	9,560.41
Hoke	2,324.58

As of November 20, 1953, payments totaling \$260,667.63 had been made.

P. L. 815 provides for the payments to the states for (I) surveys and inventories of school facilities and for (II) construction of school facilities in Federally affected areas. Under I North Carolina received \$14,368 in 1951, \$24,458 in 1952, and \$17,258 in 1953, a total of \$37,436. Under II this State had been paid as of October 15, 1953, the total of \$3,687,494.80 against a reserved amount of \$5,285,951 allotted to the following units:

Craven	\$ 629,540
New Bern	392,224
New Hanover	1,072,761
Cumberland	1,003,935
Carteret	307,146
Fayetteville	706,327
Onslow	1,065,950
Elizabeth City	108,068

News and Observer Features

Douglas as Tar Heel of Week

C. D. Douglas, Controller for the State Board of Education, was featured as Tar Heel of the Week in the Sunday edition of the *Raleigh News and Observer*, February 14.

The lay-out included a three-column cut from a photographic-portrait by staff photographer Lawrence Wofford followed by a story by feature writer Herbert O'Keef.

Clarence Dewitt Douglas, the story informs the reader, is a native of Surry County in which he got his first education. His high school work was done at Fruitland Institute, near Hendersonville, and Brevard Institute now Brevard College. His college career was made at Trinity College, now Duke University, where he graduated in 1920 with the A. B. degree.

Mr. Douglas grew up on the farm on which was raised tobacco, wheat, corn, rye, oats, and other crops. As a boy, he helped with the farm work. He also engaged in telephone work, having helped his father set up a telephone system in Surry and Wilkes counties—setting poles, installing and repairing telephones, and as an operator.

While at Trinity College, Douglas did secretarial work for the Department of Education, which was then headed by Dr. E. C. Brooks, later State Superintendent of Public Instruction. The late Dr. Edgar W. Knight was a member of the Department, and it was Douglas who typed the manuscript for Dr. Knight's book, "Public Education in North Carolina."

In the spring of 1918 Douglas entered the army for a year's service in World War I. Following his discharge in June, 1919, he worked for two months in the State Department of Public Instruction prior to his final year at Trinity whence he returned that fall. After graduating from Trinity, he was called back to Raleigh to the State Department as statistical clerk.

Mr. Douglas will round out his 34th year of consecutive service in June of this year. During this period, he has moved along in various capacities to his present position as Controller of the State Board of Education. In 1923 he became director of the division of finance and statistics. In 1939 he moved over to the office of the State School Commission, predecessor of the present State Board of Education, as head of the division of auditing and accounting.

145 Schools Provide Industrial Arts Program

Teachers of industrial arts are this year employed in 145 of the State's approximately 950 public high schools, according to a report made recently by M. D. Thornburg, State Supervisor of Trade and Industrial Education of the Department of Public Instruction.

These schools, 103 white and 42 Negro, employed 169 teachers, 122 white and 47 Negro.

Subjects taught by these teachers included the following, usually one specific subject to a school: general shop, mechanical drawing, woodwork, trowel trades, printing, general metals, general industrial arts and crafts, crafts, general woodwork, metal work, auto mechanics, building trades, cabinet making, electricity, drafting, and plumbing and heating.

Department Provides Driver Education Courses

Driver education courses for teachers are being given throughout the State during the months of February, March and April. At the same time a series of one-day driver education administrative conferences are scheduled for superintendents, principals and supervisors.

This in-service training is being provided, according to State Superintendent Charles F. Carroll, in order to "enable every school to have a teacher trained for this work. All schools should be able to offer at least a classroom course in driver education."

Upon satisfactory completion of the courses, teachers are given a certificate qualifying them to teach classroom and in-the-car phases of driver education in North Carolina schools. Teachers have to be present and on time for each of the 4 classes in order to qualify for certificates.

John C. Noe, Adviser in Safety Education, State Department of Public Instruction, is directing the program, being assisted by George Maddrey, Assistant to Mr. Noe.

He became controller in 1949, succeeding Paul A. Reid who resigned to accept the presidency of Western Carolina College.

North Carolina Ranks Low on Ability to Support Education

But High on Effort; Result Low Level of Education

North Carolina expended for public elementary and secondary education during 1949-50 an average of \$3,256 per classroom unit, and thus ranked 38th in this respect among the states. The average expenditure for the nation as a whole on this basis was \$4,391 for that year. New York ranked first in this respect with an expenditure of \$7,627 per classroom unit. Mississippi ranked lowest with an expenditure of \$1,451 per classroom unit. Looking at it another way New York's expenditure per classroom unit was more than Mississippi's, Kentucky's, Arkansas', and Alabama's combined.

Ability to Support Education

North Carolina's per capita personal income in 1949-50 was only \$784. On a classroom basis, the State's income was \$99,715. Among the states, North Carolina ranked 44th on each of these measurements.

Average per capita personal income for the nation was \$1,205; average per classroom unit for the nation was \$196,106.

New York ranked first among the states on each of these measurements of ability. Mississippi ranked lowest in each instance.

Effort

Effort here is measured by the percent of income devoted to current expense for education. In this respect

North Carolina ranked high, fifth from the top, by having a percentage of 3.36 of its total income devoted to this purpose. Top place was held by New Mexico, which spent 3.68 per cent of its income for current expense for public education.

Lowest percentage on this item was made by Rhode Island, which was 1.79.

In the light of the ranks of New York and Mississippi on items discussed above, it is interesting to note how these states ranked on the "effort" measurement. New York with a per cent of 2.05 ranked 42nd among the states, whereas Mississippi by spending 2.30 per cent of its income for public education was at 19th place.

The ten states which made the greatest effort as measured by this item were in order: New Mexico, Arizona, Oklahoma, Louisiana, North Carolina, South Dakota, North Dakota, Montana, Wyoming, and Oregon.

The ten states which made the least effort on this basis were in reverse order: Rhode Island, Missouri, Illinois, Massachusetts, Connecticut, Maryland, New York, Ohio, Pennsylvania, and Delaware.

Education Load

In this discussion "education load" is measured on two bases: (1) the number of classroom units per 1,000

population and (2) the average daily attendance per 1,000 population.

On both of these scores North Carolina ranked high, at 11th place in case of the first measurement and at 4th place on the basis of the second.

This means that this State's education load is comparatively higher than the average for the nation as a whole. Assigning an index of 100 to this national average of 6.15 classroom units per 1,000 population, then North Carolina's index is 129. On the second basis, when an index of 100 is assigned to the U. S. average of 148 pupils in average daily attendance per 1,000 population, North Carolina's index is 132.

States having a higher education load to support as indicated by these measurements were, in the first instance: North Dakota, South Dakota, Mississippi, Nebraska, West Virginia, Alabama, Utah, South Carolina, Oklahoma, and Wyoming. On the second basis, only Mississippi, Utah, and West Virginia had a greater education load than North Carolina.

Results Measured

The last three columns of the table present figures on the education of persons 25 years old or over as indicated by the Census of 1950. These figures reflect one "result" of the education which was provided approximately five or more years prior to 1949-50, the year to which other parts of the table relate.

North Carolina, it will be observed, had in 1950 a population of 2,020,140 persons who were 25 years of age or older, approximately 50 per cent of the State's total population that year. These persons, according to the Census, had completed a median of 7.9 years of school. This means that of these 2,020,140 persons, half of them had completed more than 7.9 years of school and the other half had completed less than 7.9 years of school. North Carolina ranked 4th (or 45th) in this respect, sharing the position with Alabama. Only the states of Georgia, Louisiana, and South Carolina had a lower percentage of their respective population than did North Carolina in this category. The national median was 9.3 years of school completed for the 87,675,000 persons 25 years of age or over.

In the last column is shown the percent of this age-group of the population who completed less than five years of school. North Carolina, the column shows, ranked 43rd (6th from the bottom) in this respect, with 21.1 per cent of the population 25 years or over who completed less than five years of school. States which ranked lower than North Carolina in this respect were: Louisiana, South Carolina, Mississippi, Georgia, and Alabama. Iowa ranked highest in this respect with a percentage of 3.9. Average for the nation was 11.0 per cent.

Colorado	4,380	28	1,175	180,318	92	4	1,839	24	4,830	108	95	122	82	43	1,249,015	9.8	8.9
Delaware	4,936	14	1,427	276,324	6	7	1,90	39	5.17	84	40	127	86	41	189,215	9.8	9.7
Florida	4,072	30	990	164,173	35	24	2,47	30	6.03	98	35	150	101	29	1,637,240	9.6	13.8
Georgia	2,536	43	804	109,486	42	41	2,52	28	7.34	119	16	178	120	10	1,778,475	7.8	24.2
Idaho	3,572	33	1,120	143,043	25	33	2,57	15	7.83	127	12	187	126	7	314,065	11.0	4.5
Illinois	6,215	3	1,470	304,624	3	3	1,85	46	4.83	79	43	117	79	46	5,393,355	9.3	7.8
Indiana	4,626	19	1,201	196,883	19	18	2,42	20	6.10	99	32	149	101	32	2,289,225	9.6	6.6
Iowa	4,296	29	1,190	155,058	20	28	2,61	17	7.67	125	14	160	108	17	1,539,185	9.8	3.9
Kansas	4,424	26	1,119	156,535	26	26	2,80	18	7.15	116	19	148	100	33	1,119,400	10.2	5.0
Kentucky	1,847	47	793	113,591	43	38	2,17	33	6.98	114	20	163	110	15	1,552,505	8.4	16.8
Louisiana	4,511	23	923	146,585	38	32	3,20	3	6.30	102	28	156	105	21	1,415,145	7.6	28.7
Maine	2,662	41	1,036	152,545	32	30	1,76	36	6.79	110	21	159	107	19	516,830	10.2	6.7
Maryland	4,601	21	1,277	252,830	14	8	1,86	43	5.05	82	42	127	86	40	1,362,490	8.9	10.9
Massachusetts	5,473	8	1,355	292,863	8	6	1,87	45	4.63	75	46	117	79	45	2,901,005	10.9	7.9
Michigan	4,939	13	1,293	210,122	13	16	2,34	31	6.15	100	30	150	101	28	3,667,840	9.9	7.5
Minnesota	4,857	16	1,139	173,753	24	22	2,77	16	6.55	106	24	145	98	34	1,725,015	9.0	5.8
Mississippi	1,451	48	581	63,231	48	48	2,30	19	9.18	149	3	216	146	1	1,073,260	8.1	25.2
Missouri	3,553	35	1,186	195,053	21	19	1,94	47	6.08	99	33	141	95	37	2,404,205	8.8	8.4
Montana	5,080	12	1,237	163,498	17	25	3,01	8	7.56	123	15	156	105	22	3,35,745	10.2	6.3
Nebraska	3,693	32	1,175	134,340	23	35	2,61	25	8.74	142	4	152	103	26	773,035	10.1	4.9
Nevada	5,115	11	1,512	221,207	2	12	2,31	32	6.83	110	22	157	106	20	96,555	11.5	6.8
New Hampshire	4,608	20	1,106	215,407	28	14	2,11	38	5.14	84	41	123	83	42	316,380	9.8	6.3
New Jersey	6,323	2	1,416	299,877	7	5	2,16	37	4.72	77	45	119	80	44	3,044,080	9.3	9.2
New Mexico	4,543	22	922	127,876	39	36	3,68	1	7.21	117	18	176	119	12	325,900	9.3	18.0
New York	7,627	1	1,584	343,950	1	1	2,05	42	4.60	75	47	115	78	47	9,436,000	9.6	9.5
North Carolina	3,256	38	784	99,715	44	44	3,36	5	7.86	129	11	196	132	4	2,020,140	7.9	21.1
North Dakota	3,338	37	1,070	106,712	30	43	3,15	7	10.03	163	1	161	109	16	325,945	8.7	8.8
Ohio	4,659	17	1,317	231,298	10	10	2,03	41	5.70	93	39	141	95	38	4,745,470	9.9	6.9
Oklahoma	3,744	31	963	121,531	37	37	3,12	3	7.92	129	9	184	124	9	1,242,615	9.1	10.9
Oregon	5,992	4	1,252	203,308	16	17	2,85	10	6.16	100	29	151	102	27	910,315	10.9	4.3
Pennsylvania	4,626	18	1,260	218,915	15	13	2,05	40	5.76	94	37	143	97	36	6,293,220	9.0	9.4
Rhode Island	5,337	9	1,296	308,943	12	2	1,79	48	4.19	68	48	106	72	48	479,795	9.3	9.7
South Carolina	2,234	44	712	87,218	47	46	2,66	11	8.17	133	8	195	132	6	1,000,575	7.6	27.4
South Dakota	3,557	34	1,065	111,826	31	40	3,19	6	9.52	155	2	155	105	23	356,675	8.9	5.8
Tennessee	2,599	42	814	112,604	41	39	2,52	22	7.23	118	17	177	120	11	1,756,800	8.4	18.3
Texas	4,436	25	1,100	180,265	29	21	2,52	23	6.10	99	31	149	101	31	4,212,755	9.3	15.8
Utah	4,419	27	1,113	136,186	27	34	3,26	12	8.18	133	7	207	140	2	343,775	12.0	4.3
Vermont	3,506	36	1,017	156,479	34	27	2,34	26	6.50	106	26	144	97	35	212,165	10.0	5.5
Virginia	2,749	40	976	150,472	36	31	2,03	35	6.48	105	27	160	108	18	1,800,165	8.5	17.5
Washington	5,497	7	1,352	226,215	9	11	2,44	29	5.98	97	36	149	101	30	1,412,020	11.2	4.7
West Virginia	3,093	39	908	107,969	40	42	2,96	13	8.41	137	5	199	134	3	1,339,555	8.5	13.7
Wisconsin	4,439	24	1,208	211,137	18	15	2,22	34	5.72	93	38	131	89	39	2,006,495	8.9	7.2
Wyoming	4,916	15	1,305	164,854	11	23	2,96	9	7.91	129	10	166	112	14	157,505	11.1	5.7
United States	\$4,391	....	\$1,205	196,106	....	....	2,28	....	6.15	100	....	148	100	....	87,675,000	9.3	11.0

* Figures for the District of Columbia not listed separately, but are included in totals for United States.

Reviewer Says Bestor's Book Lacks Documentation

Arthur E. Bestor, Professor of History at the University of Illinois, has written a book, *Educational Wastelands*, which is critical of the public schools.

A recent review of this book by Edward Darling, Sales Manager, The Beacon Press, Boston, Massachusetts, says that Bestor's charges lack documentation, and therefore he has not proved them. Parts of Mr. Darling's review are quoted (by permission), as follows:

The crime of high treason—the betrayal of the basic ideals of education—“has been committed, mainly by university and college administrators.” Life-adjustment programs have taken the place of intellectual disciples. This has been the work of “professional educationists” who want to keep education on an “infantile level”—such “experts” as “the curriculum doctors, the integrators, life-adjusters.” And Professor Bestor says, “I for one do not believe that the American people have lost all common sense and native wit so that now they have to be taught in school to blow their noses and button their pants.” (If the language sounds rather extreme, remember that it is Professor Bestor's language.) True education has been replaced, the author says, with “decorous amusements to while away the time.” This crime has been committed by an educational bureaucracy which controls the public schools, since “the school superintendent can see to it that no professional advice save that of the educationists is brought to the attention of the board.”

As a result of what has been happening, the American public “have developed a justifiable skepticism toward education itself. They are willing to keep on playing the game, but they refuse to think of it as more than a game . . . Discontent with the training which the public schools provide is all but unanimous, I discover, among members of the liberal arts and professional faculties of our universities and colleges. It is almost equally widespread among doctors, engineers, clergymen, lawyers, . . . business men, . . . parents, . . .”

I am afraid that Professor Bestor has not lived up to his own ideal. He says the biggest thing a true education can do is to teach us to think independently and painstakingly, but he offers no *documentation* for the state-

ment about the alleged public skepticism. I wonder where he got his facts, and who conducted the public-opinion poll. Painstaking thinking calls for facts before interpretation. It is not enough to find a few crackpots in education. There are crackpots in every field, and the *competent* people in graduate schools of education know who they are.

Professor Bestor makes generalized condemnations of the whole field of public education in a great nation, on the basis of the scantiest sort of evidence: his own *interpretation* of a pamphlet of the Educational Policies Commission of the National Education Association; or his own *interpretation* of a Bulletin of the Illinois Secondary School Curriculum Program.

Lack of documentation and intemperate language seem to me the greatest weaknesses of this book. There are many places where we can agree with Professor Bestor. Obviously we do not want anti-intellectual public schools. Obviously a republic needs literate citizens, “accurately informed.” Clearly we need trained scientists, “physicians, scholars, engineers” of high competence. Bestor's ideals are good ideals. But he says they've been betrayed on a national scale; and I don't think he has proved his charge. “Let the jury consider their verdict,” the King said . . . ‘No, no!’ said the Queen, ‘Sentence first—verdict afterwards!’”

State College Announces Outdoor Science Courses

Outdoor Science courses for teachers have been announced by the Division of Extension, N. C. State College.

These courses will all be held at Morehead City, N. C. Three sessions are planned: July 5-16, July 19-30, and August 2-13, this summer. Courses planned are the following: Marine Life in the Coastal Waters, Biology and Conservation of Marine Animals, Plant and Animal Life in Coastal North Carolina, Geology in the Coastal Plain, and Historical Geology of the Coastal Plain.

Persons interested should write to the College Extension Division, N. C. State College, Raleigh, N. C., for information leaflet including application blank.

UN Human Rights Elimination Refused by Texas Board

The Texas State Board of Education has refused by a vote of 12 to 3 to cut out of its history textbooks all references to the UN declaration of human rights. The recommendation to make the cuts came from the board's own textbook committee. Among other provisions, the declaration condemns discrimination because of race, color, sex, language, religion or politics.

—*Education News.*

Agriculture Commissioner Advocates More Vocational Training

“Isn't it time for us to take another great step—one midway between high school and college—one aimed at preparing our youth for practical pursuits?”

This question was raised recently by Commissioner of Agriculture L. Y. Balentine in an article in which he cited the progress in public education in moving from the six months term to a nine months term, to the addition of the twelfth grade, and to the growth of the vocational agriculture program with the introduction of the veterans farmer training program.

Pointing to the achievements of the veterans farmer training program as an illustration of what has been done, the Commissioner asks: “Why not extend this idea of advanced technical training for young men in agriculture? Why end the usual ‘vo-ag.’ instruction with the twelfth grade?”

“A limited number of our high school graduates go on to college, but a far greater number count their school days ended. Quite often they are poorly prepared for employment . . .”

“It is generally recognized that we need more vocational training—not just in agriculture, but in many fields where technical knowledge and skill are required. This covers almost any pursuit in the complex civilization of today . . .”

“We already have the nucleus for developing an extra vocational year in our high school system. The readiness with which veteran trainees were absorbed in the existing ‘vo-ag.’ structure has demonstrated the point.”

Board Acts on Textbook Matters

The Textbook Commission has been requested to evaluate books for general mathematics, grade 9, trigonometry, and Latin, grades 9, 10, 11 and 12. This action was taken by the State Board of Education at its March 4th meeting.

At this meeting the Board also authorized its secretary, State Superintendent Charles F. Carroll, to call for bids on health, grades 4-8 and United States history, grade 5. Laidlaw Brothers, Lyons & Carnahan, and Scott, Foresman and Company have been requested to submit bids on health texts. For United States history, Follett Publishing Company, the Macmillan Company, and Rand, McNally and Company have been asked to submit bids.

Bids will be opened on Thursday, April 1, at which time also from the three publishers' books in each instance an adoption will be made and a contract authorized for supplying the books in these areas to the public schools for a period of seven years.

Music Staff Introduces "Barber Shop Harmonies"

A new approach to part-singing by ear rather than asking the child to interpret the printed page and sing the part at the same time—this is the purpose of "Barber Shop Harmonies," a little booklet issued recently by the music staff of the State Department of Public Instruction.

According to Arnold E. Hoffmann, Adviser in Music Education, the bulletin is being used in teacher workshops throughout the State. The aim of this program is to simplify all techniques so that the child or teacher with very little music background can perform acceptably. Music may thus be brought into the classroom to all pupils rather than the special few, and the teacher may more often use music to enhance regular classroom activities. "In this approach," Mr. Hoffmann also stated, "we are making an effort to get boys to take the bass or tenor part before their voices change, with the view that if they learn to sing this part before this change they will continue to sing the same part after the change in their voices take place. Our experience so far has been that children in the upper grades and high school groups are able to sing in four parts without much practice."

AASA Favors Lower Voting Age; Passes Other Resolutions

The proposal to give 18-year-old boys and girls the right to vote is favored by the American Association of School Administrators.

A resolution declaring that this citizenship right should be extended to those persons between the ages of 18 and 21 was adopted by the educational administrators at their recent February meeting in Atlantic City.

Another resolution called on Congress to establish the United States Office of Education as an independent agency as one step in the separation of education and partisan politics.

Other resolutions adopted were the following:

Religion—U. S. teachers must help their pupils "develop within them an understanding of the vital role of religion in our American culture."

Finance—"Financing of public education must be appraised currently in the light of inflation and high prices." And "local, state, and national governments" must join in financing public education to prevent "short-changing of our youth."

Federal Aid—"Federal financial support should be granted to the states for construction of essential publicly-controlled elementary and secondary school facilities."

Television—Both communities and their schools should unite "to finance adequately and to develop as speedily as possible" television stations for non-commercial, educational use.

United Nations—Young Americans, "as a part of their education for citizenship," should be taught why the United States decided to follow a policy of international cooperation and joined the United Nations.

Columbia Announces Summer Session

Columbia University's summer session will be held July 6-August 13, registration July 1-2, according to a recent announcement.

Day and evening courses will be offered in both academic and professional subjects. Teachers College will have sessions June 1 to 25 and August 16 to September 3. For Summer Session Bulletin of Information, write to the Office of University Admissions, Columbia University, New York 27, N. Y.

Where to Buy N. C. Flags

Certification No. 251 of the Division of Purchase and Contract, Raleigh, lists three contractors from whom both United States and North Carolina flags may be purchased. These contractors are:

Carolina Schools Supply Co., Box 2185, Charlotte, N. C.

Southern School Supply Co., 108 S. Harrington St., Raleigh, N. C.

Louis E. Stilz and Bro. Co., 155 N. 4th St., Philadelphia 6, Pa.

Prices range from \$1.55 for a 2 x 3 foot United States flag made from cotton bunting to a wool bunting material, size 15' x 25' at \$105.60. North Carolina flags, size 2' x 3' may be purchased at \$2.45 each, or the same size wool bunting at \$3.85 each. Other prices as to sizes and material may be ascertained from the certification, a copy of which will be found in the office of the superintendent of schools.

National Publication Cites State's School Building Costs

North Carolina was cited in a recent editorial in the *Engineering News-Record* as an example where schools, "built to fine standards, are constructed for less than \$11.50 per square foot, whereas schools in other states generally cost more than \$12 per sq. ft., in some cases exceeding \$25."

"Even though land and labor costs may be higher in some parts of the country than in North Carolina," the magazine asserts, "these do not constitute the whole reason for the higher costs of schools."

The thesis of the editorial is that "local school districts could get more schools for less money and avoid the need for federal subsidy by eliminating many special requirements and resultant costly design." To cut costs, the magazine says, educators should re-examine their requirements for school plant. Among principal items worthy of study are the amount of classroom space per pupil and teacher, need for office space heating and lighting requirements and the necessary basements. Dual purpose facilities also should be considered; for example, auditoriums that could serve as gymnasiums.

Federal Aid Programs To Be Studied

A five-state study to determine the impact of Federal aid programs on state and local governments was launched in February by the Commission on Intergovernmental Relations through an award of contracts to private research organizations engaged to conduct the surveys.

The states selected as being widely representative of the national picture, include Kansas, Wyoming, Michigan, Mississippi and Washington. The research organizations are required to submit their reports within 90 days.

The surveys will encompass 22 Federal aid programs which represent 87% of nearly \$3 billion spent annually for all Federal aid programs. This figure does not include administrative costs.

The grant-in-aid programs to be covered in the state impact studies include: Public Health, Public Assistance, Education, Labor, Public Roads, Housing and Slum Clearance. That part of the study concerning education will include: Assistance for school construction in Federally affected areas, assistance for school operation in Federally affected areas, vocational education, and the National school lunch program.

The surveys are expected to enable the Commission to recommend what functions, if any, should be reallocated as between the Federal, state and local governments and what modifications of existing procedures in the Federal aid programs are necessary to eliminate, overlapping unnecessary controls and excessive costs.

The state impact studies, according to Clarence Manion, chairman of the Commission, will show particularly the current effects of the major grant-in-aid programs on the states, and will provide the basis for determining whether the existing programs of Federal aid assure the proper degree of state control over problems that are logically within the state's jurisdiction.

According to Manion, the entire field of inquiry involves not only an understanding of the administration of Federal-State programs, but also their financing.

"Further," he said, "the state studies should bring to light administrative arrangements or policies which are likely to permit mismanagement or waste."

In addition to the work of the private teams, the research staff of the Commission is collecting and studying material and information on a national basis; and in 16 states, commissions

appointed by the respective Governors are engaged in similar studies.

Also hundreds of associations and state citizens' committees interested in one or many of the problems of Federal, state and local fiscal and administrative relationships are similarly engaged.

All research reports are being assembled for proper evaluation by the Commission and final recommendations to the President and Congress.

Three N. C. Students

Get "Honorable Mentions"

Three high school students from North Carolina received "Honorable Mention" in the Thirteenth Annual Science Talent Search conducted by Science Clubs of America. They were:

John Edwards Jenkins, Jr., 16, from the Harry P. Harding High School, Charlotte; Van Leslie Kenyon, III, 17, from the Hillsboro High School, Hillsboro; and Susan Hand Browne, 18, of the Needham Broughton High School of Raleigh. These three students were among 260 from all over the nation who received this particular citation.

Forty students from the nation's high schools won trips to Washington to compete for the Westinghouse scholarships. There were no North Carolina winners in this group.

ECC To Award 40 Scholarships

Forty scholarships valued at \$100 each will be awarded by East Carolina College, Greenville, to high school seniors who need financial assistance in order to attend college, it was announced recently by Clinton R. Prewett, chairman of the college scholarships committee.

Awards will be made on April 1 and recipients will be notified by April 15. The scholarships will be effective for the 1954-55 term.

Bases for awarding the scholarships are: need of financial assistance, high school record, promise as college student, and citizenship qualities. Any student who wishes to apply for one of these scholarships should obtain an application from Mr. Prewitt, record the proper information, and return it to him as soon as possible,

Canadian Province

Uses N. C. Library Materials

Permission has been given the Department of Education of the Province of Saskatchewan, Canada, to reproduce a section on the use of library materials from North Carolina's new publication *Science for the Elementary School*.

In a recent letter to Miss Cora Paul Bomar, State School Library Adviser for North Carolina, Miss Lyle Evans, Provincial Supervisor of School Libraries of the Province of Saskatchewan asked permission to use the material section on Using Library Materials which was prepared by Miss Bomar and Mrs. Mary Peacock Douglas, Supervisor of the Raleigh City School Libraries, for use in the State Department publication. Miss Bomar replied to this request: "Always feel free to reproduce any of our materials."

Guidance Conference Held

The Annual State Guidance Conference, sponsored by Guidance Services of the State Department of Public Instruction, was held March 5-6 at Duke University.

Feature speaker at the Friday afternoon session of this Conference was Dr. Harold Mahoney, State Supervisor of Guidance Services for Connecticut. His subject was: Organizing Guidance Services. Following Dr. Mahoney's address, a faculty demonstration, led by Dr. Max Raines, Director Student Personnel, Appalachian State Teachers College, was put on. Participants in this demonstration were from the College and the Appalachian High School. Dr. Mahoney spoke again at the banquet on Friday evening.

At the Saturday morning session a demonstration of a Human Relations Class in action, led by Mrs. Peggy Webb, teacher in the Bethesda School, was put on by students from Durham County Schools. Following this the attendants at the conference were divided into three groups for a discussion of: (1) Interviewing techniques for the teacher-counselor, (2) The professional counselor's role in the case conference, and (3) Television as a guidance technique. The meeting was closed by a talk on "The Job Ahead" by Ella Stephens Barrett, State Supervisor of Guidance Services of the North Carolina State Department of Public Instruction.

Judges Select Nine Papers in TB Project

Nine of 24 entries in the 17th Annual School Press Project conducted by the North Carolina Tuberculosis Association, will be sent to the National Tuberculosis Association for the nation-wide competition, according to the February *NCTA News Letter*.

The nine entries selected were:

—*Capital Star*, Capital Highway High School, Hamlet, N. C.

—*The Student Observer*, Oak Grove School, Durham, N. C.

—*Hanes Hi-Rada*, John W. Hanes High School, Winston-Salem, N. C.

—*The Gray Light*, Gray High School, Winston-Salem, N. C.

—*The Beacon*, Mineral Springs High School, Winston-Salem, N. C.

—*Pine Whispers*, Reynolds High School, Winston-Salem, N. C.

—*The Sandspur*, Hamlet High School, Hamlet, N. C.

—*The High-Light*, Rockingham High School, Rockingham, N. C.

—*Proconian*, Chapel Hill High School, Chapel Hill, N. C.

The 24 papers submitted in the project, which is designed to arouse interest of school age young people in tuberculosis control and to promote sound journalism, came from 10 counties. They were: Forsyth, Orange, Mecklenburg, Richmond, Durham, Guilford, Pasquotank, Perquimans, Camden, and Chowan.

Fair Committee Urges Planning for Exhibits

Attention of county and city superintendents is called to the need for advance planning for 1954, if the same high caliber of exhibits is to be maintained, in a recent letter from the Committee on Educational Exhibits for the State Fair.

The committee, composed of Taylor Dodson, Chairman, A. B. Combs, Henry Shannon, and John Noe, all members of the State Department of Public Instruction, pointed out to superintendents that "It has been our observation that when an exhibit represents the effort of the previous year, it is more acceptable and representative than one which is gotten up in a hurry for the sake of having an exhibit." The committee also expressed appreciation for the outstanding educational exhibits which were shown in 1953.

Superintendents were requested to call to the attention of principals and teachers the necessity of early planning of exhibits.

Free Playlets Available

The Committee on Family Financial Security Education is currently offering without charge to interested teachers and educators throughout the country a series of three playlets on personal and family money management that are adaptable for school assembly group, radio or television presentation.

The three playlets titled "Let the Dollar Help," "Budget or Bust," and "Be Sure! Insure!" were developed and written by teachers who have participated in summer workshop programs that are held at eight leading universities in various parts of the country each year.

All of the playlets are graphic as well as humorous in their treatment of money management problems that face individuals as well as families.

The three playlets, which have already received an enthusiastic reception wherever they have been presented, can be obtained free of charge by writing to the Committee on Family Financial Security Education, 488 Madison Avenue, New York 22, N. Y.

Out-of-State Veterans May Not Be Enrolled

A veteran whose farming program is located outside of North Carolina may not be accepted in Institutional On-Farm Training in any North Carolina school.

So stated A. L. Teachey, State Supervisor of Agricultural Education, State Department of Public Instruction, in a recent letter to teachers of agriculture in counties bordering other states.

Mr. Teachey also stated: "Those Korean veterans who are farming in another state and who entered training in North Carolina on or before January 1, 1954, may continue in training where they are now enrolled until such time as they can be transferred to a school in the state where their farm is located.

"Do not attempt to enroll a veteran in training whose farm is located across the State line even though his post office address is in North Carolina."

NAM Releases Committee Findings

The National Association of Manufacturers has released (March 1) the findings of a special committee of educators and industrialists who made a two-year study of major controversial issues concerning education in the United States.

The study covered such vigorously debated subjects as the basic purposes of education, the rights of teachers, objective teaching vs. indoctrination, academic freedom, and the investigation of charges against schools and educators.

The findings have been published in a 32-page report, "This We Believe About Education," which is being widely distributed to those in the educational field and to business and industrial leaders.

The NAM said it hoped the report will be a "useful guide" to both individuals and organizations in resolving conflicts and misunderstandings.

Conclusions were reported in 11 broad "areas of agreement" in a series of statements published under the general heading, "This we believe about education."

Included among the statements was one on sweeping indictments of school systems and educational leaders, which said:

"Businessmen, the public, and educators should view with proper and customary caution sweeping charges made by any group which studies the educational system and publishes adverse findings as to its methods, purposes, or practices, or as to the ideological loyalties of some of its leaders.

"But smearing the groups or the individuals responsible for such criticisms is not satisfactory refutation of their evidence or of their arguments. Charges which cannot be substantiated should be refuted."

Conclusions on other controversial questions were summarized similarly in two-paragraph statements—with the first paragraph representing the more liberal viewpoints and the second paragraph setting forth the more conservative opinions within the committee. The report emphasized that the division of opinion, however, was not between educators and industrialists but rather within each of the groups.

Georgia Would Use Military Force to Keep Segregation

Gov. Herman Talmadge of Georgia recently told members of the Georgia Commission on Education he would use every resource—even the militia and state police if necessary—to maintain segregation in Georgia's schools.

The Commission was created by the legislature to study means of maintaining segregation in the event of an adverse decision by the United States Supreme Court. The governor said a ruling against separate schools would be the "most momentous" occurrence since the Civil War.

Many state officials, including the chairman of the department of education and the board of regents are members of the commission.

—*Education News.*

Oregon College Announces Institute

Oregon State College announces the 6th INSTITUTE OF NORTHWEST RESOURCES TO BE HELD June 21 through July 3, 1954, as a feature of the summer session. This educational opportunity is open to all adults and will have particular value to teachers and community leaders.

During the first four days seminar meetings 9-11 and 1-3 will provide orientation. Nine days of field study, June 25-July 3, will be under leadership of Professor J. Granville Jensen, chairman of the Department of Natural Resources. Forests and forest industries will be observed from the Douglas-fir to the pine associations of the interior slopes, proving opportunity to observe differences in management practices.

A total cost of the two weeks including meals, housing, transportation and fees will average between \$125 and \$150 per person. As in past years it is expected that a few scholarships will be sponsored by conservation groups and by resources-using industries.

Advance reservation is desirable to assure a place. \$40.00 transportation fee should accompany reservation. Additional details, official program and itinerary may be secured by writing to THE DEPARTMENT OF NATURAL RESOURCES, OREGON STATE COLLEGE, CORVALLIS, OREGON.

Cry of the Ages

"When we were mere boys, boys had to do a little work in school. They were not coaxed; they were hammered. Spelling, writing, and arithmetic were not electives; and you had to learn. In these more fortunate times, elementary education has become in many places a sort of vaudeville show. The child must be kept amused and learns what he pleases.

"Many sage teachers scorn the old-fashioned rudiments; and it seems to be regarded as between a misfortune and a crime for a child to learn to read and spell by the old methods. Vast and fruitful intellects have devoted themselves to child study and child psychology. 'Visualized' reading and other great inventions have come in. Sociology, the widest-armed of sciences, is sociologizing tremendously; and as a result of all the improvements, there is a race of gifted pupils more or less ignorant of the once-prized simple elements of ordinary education; and new 'factors' are turned out by the sociology factories every day."

From an editorial in *The Sun*,
New York, October 5, 1902.

Leg and Arm Disabilities Rank First Among Rehabilitants

Among the 2,450 persons accepted for rehabilitation service during 1952-53 more than one-fifth, or 542, had impairments of the legs or arms, or both. This fact is disclosed in a recent report released by the Division of Rehabilitation, State Department of Public Instruction.

The report further shows that back "trouble" ranked second among disabilities of rehabilitants with 284 in this group. These were followed by 222 having amputations or congenital abnormalities. Visual defects, other than blindness, accounted for 137. The remaining number had disabilities of various kinds—neck and head, chest, cardiac, facial disfigurement, speech defects, hearing, general arthritis, pulmonary tuberculosis, mental or emotional disorder, etc.

UNC Issues

Booklet on Teaching

A little brochure on teaching has been issued by the School of Education of the University of North Carolina.

Entitled "Look Forward To Teaching," the booklet emphasizes the following:

1. That teaching offers splendid opportunities.
2. That up to 2000 teachers a year are needed in North Carolina.
3. That basic salaries begin at \$270 monthly for teachers with Class A Certificates, and run as high as \$4500 annually for those holding Graduate Certificates with 12 years experience.
4. That teaching has many nonfinancial rewarding experiences which are not found in other professions.

The booklet points out the needs in the way of further education, including what the School of Education of the University has to offer in meeting those needs.

Girl Scouts Issue Leaflet

As part of a plan aimed toward closer cooperation between schools and Scouts, a new leaflet, *A Partnership—Girl Scouts and Schools*, was released to school administrators at the American Association of School Administrators' Convention in Atlantic City, February 13-18, 1954.

Current population forecasts indicate that the nation's schools and the Girl Scouts face the same problems in the coming years. As the schools must solve the problem of accommodating a growing child population, so must the Girl Scouts gear to meet the demands of at least a million more girls who want to join that organization by 1960.

The leaflet, *A Partnership—Girl Scouts and Schools*, developed at the request of the Advisory Committee on School Relations of the Girl Scouts of the U. S. A., whose membership includes many noted educators, is intended to explain to school executives and teachers how they can work with the local Girl Scout organization for the mutual benefit of their communities. Copies of the leaflet for distribution to school executives, PTA's teachers, and local, state and regional educators' meetings may be obtained through the Girl Scout organization in each community.

The Attorney General Rules . . .

Authority of a County Administrative Unit to Construct a School Building Located Within a City Administrative Unit

In reply to inquiry: In a telephone conversation yesterday you posed the following questions:

1. Can a county administrative school unit acquire a site for and construct and operate a school facility within the limits of a city administrative unit located within the same county?

2. If not, can the city administrative unit involved release the control of the land in question to the county administrative unit, with the approval of the State Board of Education?

You state that there are within _____ County three administrative school units, namely: the county unit and the _____ and _____ city units; that the construction of school buildings in all the administrative units within _____ County must be financed by a county-wide tax levy or the issuance of bonds which are county obligations; and that the county has heretofore voted a bond issue for the benefit of all three of the units in the county. You then state that the ultimate plan is for the construction of high school buildings sufficient to accommodate all the children of the entire county and the merging of both of the city units into the county unit under the provisions of G. S. 115-361.1. You also state that the county board of education is seriously contemplating the location of a high school building at one corner of the territory comprising the _____ City Administrative Unit; and that the _____ unit has voted a maximum supplemental tax of 25c under the provisions of G. S. 115-361.

G. S. 115-85, G. S. 115-88 and G. S. 115-352 provide for the acquisition of sites and the construction of school buildings by the city and county units, G. S. 115-88 specifically providing that no administrative unit shall make a contract for the erection or repair of any school building unless the site on which it is located is owned by said board. You call attention to the 1953 amendment to that section (Chapter 695, Session Laws of 1953) which provides that a county or city administrative unit, with the approval of the

tax levying authorities thereof, is authorized to appropriate funds to aid in the establishment of a school facility and the operation thereof in an adjoining county or city administrative unit under a written agreement between the governing boards involved, whereby children from the unit making such appropriation shall be entitled to attend the school so established. Considering the historic background of this amendment, there may be some doubt as to the applicability of the statute to a city unit within the same county as the county unit involved; still it is likely that the courts would give a liberal construction to the language employed and hold that the amendment is applicable to such a situation.

Answering your first question directly, I am of the opinion that the 1953 amendment to G. S. 115-88 is broad enough to allow the _____ County Administrative Unit to construct and contribute to the maintenance of a school facility located within the limits of the _____ City Administrative Unit, but I am of the opinion that such school would be a city school under the control and management of the Board of Trustees of the _____ Administrative Unit in which the buildings would actually be located. It is also my opinion that the County Board of Education would have no authority under G. S. 115-85 to condemn lands located within the limits of the city administrative unit for school purposes. It is also doubtful that the county board has the authority to take title to such property by purchase, and might successfully be enjoined from doing so. However, if it should take title to such property, the conveyance would not be void under the decision in *CROSS v. R. R.*, 172 N. C. 119.

As to your second question, G. S. 115-352 specifically provides that the State Board of Education may in its discretion alter the boundaries of any city administrative unit when in the opinion of said board such change is desirable for better school administration. You stated in our telephone conversation that the location in question is at the very edge of the territory embracing the _____ Administrative Unit and that it would be a simple matter to alter the boundary lines of the unit so as to exclude this property; that the location is such

that the property in question can be excluded without excluding any other property and that the special supplemental tax lost to the _____ unit would only be a very few dollars.

I have discussed this matter with Dr. Charles F. Carroll, State Superintendent of Public Instruction. While Dr. Carroll is not in position to bind the State Board, he feels sure that the State Board would be inclined to give favorable consideration to the proposal to alter the boundary lines as indicated so as to place the contemplated building within the limits of the county unit. I enclose for your consideration copy of a letter on this general subject to the Honorable _____, Attorney for the _____ Administrative Unit under date of December 3, 1953. *Attorney General*, January 5, 1954.

Music Programs Prepared by Music Teachers and Given in Various Churches on Sunday

In reply to inquiry: I have your letter of January 6 in which you write me as follows:

"For the past several years music teachers in some of our schools have prepared vocal programs which have been presented in the various churches during the Sunday morning service under the direction of the music teacher. These programs have been presented upon invitation and it has been voluntary on the part of the pupils. It has been called to my attention that this might constitute a violation of the law.

"Will you be so kind as to advise me if school pupils presenting vocal selections under the direction of the music teacher at a church service as mentioned in the above paragraph is a violation of any law."

I do not see how the program which you describe could be in any way a violation of the law. I understand that the programs are presented upon invitation and are entirely voluntary on the part of the pupils and teacher. The programs, of course, are not given during school hours, and no credits are given for them. *Attorney General*, January 8, 1954.

LOOKING BACK

5 Years Ago

(N. C. Public School Bulletin, April, 1949)

The work of the Resource-Use Education Program in North Carolina is reviewed by Dr. Richard Weaver, Program Director, in News Letter No. 6 for October, November, December and January.

Plans for the School Library Audio-Visual Clinic, to be held at the University of North Carolina August 1-19, have been completed, it was recently announced by Eloise Camp, School Library Adviser of the State Department of Public Instruction.

President Truman has appointed Dr. Earl James McGrath, Professor of Education, University of Chicago, as U. S. Commissioner of Education, it was recently announced by Oscar R. Erwing, Federal Security Administrator.

10 Years Ago

(N. C. Public School Bulletin, April, 1944)

Three of the State's Supervisors of Rehabilitation are on military leave with the armed forces of the nation. The State Supervisor, Chas. H. Warren, is a Lieutenant Colonel with the Fifth Army in Italy. J. H. Clippard, Supervisor of the Asheville District, is also a Lieutenant Colonel and now in the South Pacific Area. R. B. Hawkins, District Supervisor of the Charlotte Area, is an Ensign in the U. S. N. R., and now stationed in Puerto Rico.

15 Years Ago

(N. C. Public School Bulletin, April, 1939)

Adult students, known as WPA Community School Singers, broadcast weekly over radio stations WBT, Charlotte; WPTF, Raleigh; and WDNC, Durham.

A High School Girls' Physical Education Association was organized at the annual meeting of the North Carolina Education Association held in Raleigh, March 23, 24 and 25, this year.

Superintendent Clyde A. Erwin has announced the appointment of Mr. A. B. Combs of the Division of Industrial Service as Forum Counselor for North Carolina.

The Teacher

Let our schools teach the nobility of labor and the beauty of the human race.

The teacher is a believer; he has the abiding faith in the improvability of the race.

The teacher is a reformer; he seeks to remove the handicaps that weaken and destroy life.

The teacher is a pioneer; he is always attempting the impossible and winning out.

A teacher is a planner; he sees the young lives before him as a part of a great system which shall grow stronger in the light of truth.

A teacher is a culture bearer; he leads the way towards worthy tastes, saves attitudes, more gracious manners, higher intelligence.

The teacher is a builder; he works with the higher and finer values of civilization.

The teacher is an interpreter; out of his maturer and wider life he seeks to guide the young.

The teacher is a citizen; he is selected and licensed for the improvement of society.

The teacher is a friend; his heart responds to the faith and devotion of his students.

The teacher is an artist; he works with the precious clay of unfolding personality.

The teacher is a prophet; he lays the foundations of tomorrow.

—Selected

Procedures Sent to Local Units

Step by step procedure which the local county and city administrative school units will follow in obtaining funds from the State School Construction and Improvement Fund of 1953 were sent to local school superintendents last month, following the regular monthly meeting of the State Board of Education.

At this meeting \$25,000,000 of the \$50,000,000 bond issue voted last fall for public school facilities were allotted to the county and city units. With the procedures, which were mailed by the Division of School Planning, State Department of Public Instruction, also went specimen copies of the forms which will be used in making application for the funds, for making a survey of existing facilities, and for other necessary information.

MAKING TODAY'S NEWS

Caldwell. The State Board of Education today approved an allocation of \$98,465.85 from State school building money for additional classrooms at the Gamewell School in Caldwell County. —Hickory RECORD, February 4.

Morganton. The Morganton city schools were host this week to a conference of school administrators from throughout western North Carolina and representatives of the State Department of Public Instruction. Morganton NEWS-HERALD, February 4.

Kinston. A contract in the amount of \$356,253 was awarded O. L. Shackelford, Inc., for general construction of the new "Teachers' Memorial School" to be located northeast of Kinston by the Board of trustees of the Kinston Graded School District at a special meeting Thursday evening. —Kinston FREE PRESS, February 5.

Durham. A Japanese educator, in this country with 35 other Japanese school officials on exchange scholarships made possible through cooperation of the American and Japanese governments, said here today that schools in his native country have taken on a "new look" in recent years and that the Japanese school system now is similar to the American way. —Durham SUN, February 5.

Winston-Salem. Winston-Salem's schools haven't gone Hollywood by any means, but just the same they have a movie library with about 225 film titles in stock. —Winston-Salem SENTINEL, February 12.

Raleigh. Six Negro high and junior high schools in Raleigh and Wake County have entered the Public Speaking Contest sponsored annually by the North Carolina Bankers Association. —Raleigh TIMES, February 9.

Chatham. A Schoolboy Safety Patrol, designed to protect primary school students from traffic accidents, has been placed in operation at the Siler City High School. —Siler City NEWS, February 18.

Rocky Mount. The education committee of the Chamber of Commerce today held the first Business-Industry-Education Day during which teachers from the Senior high school visited 12 local firms to get a "first-hand experience in the productive, distributive and service agencies of Rocky Mount." —Rocky Mount TELEGRAM, February 23.

Carroll Chief Speaker at Valley Forge Exercises

Dr. Charles F. Carroll, State Superintendent of Public Instruction, was the feature speaker at exercises held in the National Shrine at Valley Forge on Sunday, March 21. The topic of Dr. Carroll's address was: "Our Heritage Our Foundation."

This North Carolina State Service, held annually at Valley Forge, was arranged in conjunction with Governor William B. Umstead and sponsored by the North Carolina State Society of the Daughters of the American Revolution and the Forsythe-Oldham-Griffith Post No. 497, American Legion of Cheltenham, Pennsylvania.

Dr. Fine Cites Advances Made by Education

Five major advances have been made by education in the United States, according to Dr. Benjamin Fine, Education Editor of *The New York Times*. They are:

1. Children are now considered human beings, individuals. The 3 R's are not enough; our complex society forces us to go beyond.
2. Education is universal. Everybody can go to school.
3. The curriculum has been improved to give the best possible democratic education. Schooling is more effective today than it was 100, 50 or 25 years ago . . . It is concerned with developing individuals, and goes into the heart, mind and complete emotional and spiritual needs of our children.
4. Teacher preparation is a bright spot in a century of educational progress. Teaching has become a profession.
5. The increase in citizen and financial support is phenomenal. The formation of the National Citizens Commission for the Public Schools and similar state groups is one of the greatest achievements.

"As long as we maintain a strong program of education, we will remain a free nation," Dr. Fine said.

ASCD Yearbook Suggests That Teachers Move Toward Total Teaching

Add new dimensions to your teaching; more toward total teaching—that is the theme of the 1954 Yearbook of the Association for Supervision and Curriculum Development, entitled *Creating A Good Environment for Learning*.

Some teachers utilize only one or two media in their teaching—they use symbols. Symbols are important. But if the teacher relies too heavily on symbols he is led to overemphasize the printed word, the textbook and the recitation.

Today, school officials suggest that the media for teaching be broadened. They suggest that the learning environment should be full of experiences that are important to children, that school experiences should be related to other experiences, and that the experiences should be many and varied to suit the interests and needs of many children.

Some teachers are concerned with only one or two sides of a child's life. They seek to equip him with facts and skills.

Today, schools are committed to the idea that a teacher should be concerned with transmitting facts and skills—and more. Teachers, therefore, are becoming increasingly concerned with helping children to solve problems, to achieve a satisfying emotional stability and to understand themselves as persons.

Some teachers regard teaching as a process of bringing the child in contact with subjectmatter.

Research has shown that teaching (and consequently learning) is affected by many other forces—chief of which are other children, parents, the personality of the teacher, the nature of the school environment, and the community.

Some teachers have assumed that learning takes place in the one-dimensional atmosphere of pupil-textbook-teacher.

Actually, the entire physical environment—school building, classroom, library, assembly, material collections—all have their impact.

Paragraph after paragraph, the Yearbook keeps adding fact, suggestion and idea as to how teachers may add new dimensions to their work; how to move from hit-and-run teaching to sympathetic guidance and development of the individual; how to stop looking at learning with one eye; in short, how to move toward total teaching.

But there is more to the Yearbook than that. It delineates in detail the work of the first-grade teacher; it shows the growth that can take place in a day in a primary grade; it describes the results of a good rural school, activities in a suburban junior high school and in a large city senior high school.

It has something to say to teachers as individuals and to principals and superintendents as educational leaders. And it concludes with an outstanding discussion on how to evaluate learning.

Whiteville F. T. A. Club Sponsors Social Standards Day

Social Standards Day was observed in the Whiteville High School, Columbus County, on March 16. This special program was sponsored by the Charles B. Aycock Club, Future Teachers of America.

Feature speaker for the morning program was Professor J. L. Memory, Jr., of Wake Forest College. Dr. Price Gwynn, Dean of Flora Macdonald College, was the speaker for the afternoon assembly. At 11 o'clock and again at 1 p.m. opportunity was given to students to hear discussions by State and local leaders on 15 topics: music, home economics, physical education, beauty culture, engineering, religion, agriculture, teaching, laboratory technician, social work, F. B. I. work, accounting, radio station careers, nursing, and secretarial work.

Superintendent Carroll Says . . .

One of the greatest needs of our public elementary and secondary schools is that of keeping the classrooms filled with properly qualified teachers. This issue of the BULLETIN carries a detailed summary of teacher supply and demand. We present for the first time the facts showing the extent to which individual units are meeting the equivalent of their teacher needs from the graduates of their own high schools. These facts should challenge each administrative unit.

In solving the problem of teacher supply, as in most problems and areas of public education, the local units play an important role. The figures present the problem from the local angle. A few units "grow their own," while some units furnish only a small percentage of their needs in terms of teachers produced. The facts seem to indicate that a partial solution to our teacher shortage rests with assumption by each local administrative unit of the responsibility for supplying the equivalent of its teacher needs from the graduates of its own high schools.

There are a number of ways by which this objective may be accomplished. For example, the Future Teacher of America Clubs are avenues through which young people may become interested in what the teaching profession offers as a field of satisfactory life work. More clubs of this kind should be organized in our schools and colleges. If the principal of each of our 930 public high schools were to "spark-plug" this activity, our teacher supply would undoubtedly be increased. Every school should be an incubator for new teachers.

It is hoped that our administrators, after studying this report, will initiate a recruitment program that will keep the ranks of the teaching profession filled with well qualified teachers.

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Ye Editor Comments...

An Educated Citizenship

By the 1950 Census a person 25 years old and over in North Carolina had completed a median of 7.9 years in school; that is, half of the 2,020,140 persons in this group attended school less than 7.9 years and the other half, more than 7.9 years. The median for the Nation as a whole was 9.3 years. In other words, it appears that the average education of North Carolina citizens is about a year and a half below that of the national average.

A division of the North Carolina population of this age group into three parts, according to the Census, shows the urban part numbering 756,060 to have completed a median of 9.2 years of school, the rural non-farm part numbering 642,320 to have completed a median of 7.9 years, and the rural farm part consisting of 621,760 to have a 7.0 years median of school completed. Or looking at this situation another way: 15.8 per cent of the urban group had less than five years of school, 20.6 per cent of the rural non-farm group had less than five years of school, and 27.9 per cent of the rural farm group had less than five years of school. Compared to the national average in this respect, it is found that North Carolina is above in each group—by 5.9 per cent in the urban group, by 9.1 per cent in the rural non-farm group and by 12.5 per cent in the rural farm group.

Carrying the analysis still further for North Carolina, it is found that the urban white population numbering 564,565 had the highest median years of school completed, 10.4 years, whereas the lowest was the non-white rural farm group with a median of 5.3 years of school completed. On an average the female population in the 25 years old or older group is better educated than the male—the median years of school completed for the former being 8.2, whereas for the latter it was 7.6.

The total group, 2,020,140, is divided percentage-wise as to years of schooling as follows:

No schooling	3.7%
1 to 4 years	17.4%
5 and 6 years	16.5%
7 years	13.2%
8 years	9.0%
1 to 3 years high school	18.2%
4 years high school	9.5%
1 to 3 years college	6.0%
4 years or more college	5.0%
Not reported	1.7%
	100.0%

Do these figures indicate a point of concern in our educational program? Are economic factors responsible

Democracy in Action

The public schools belong to the people. According to legal procedure, each community through its local committee and boards of education decides how its schools shall be operated. The employed professional staff—superintendent, principal, supervisor, teachers, and others—operate the schools in line with the wishes of the people and in the best interests of the children and the community. The local parent-teacher association has helped to keep the school and the community together. It is a great force in the satisfactory operation of the school.

There are instances, however, when it appears that the best interests of the community are not served, or when there is a lack of understanding of the purposes and activities of the schools. Such misunderstandings are more often in areas beyond the scope of the work of the PTA, and so do not come before that organization. They are to be found more likely in the administrative field among the responsibilities of the legal authorities. This being true, there appears to be a need for another organization in the school community in order that the people and the schools will be brought still closer together and in order that programs may be democratically planned and that understandings of such programs will be broadened.

A pattern for an organization of this kind is already in existence. We refer to **Citizens' Advisory Committees**. Several of such organizations are now operating in this State and others are being formed. Under proper leadership this organization appears to offer a cooperative and democratic approach to the solution of the educational problems of the community, and of improving the public schools where improvement is needed. An organization of this kind should be of tremendous help to local committees, schools boards, and administrators. They should take the lead in providing this opportunity for democracy in action.

for the apparent differences in educational attainments in urban and rural groups? In a largely State-supported program, should there be such differences? Is the unit of organization for administrative purposes in any way responsible for these results?

These are some questions which we are not attempting to answer, but which we think are pertinent to public education in North Carolina. The people who shape the educational practices that prevail in the State to a large degree also shape the conditions which help to make an educated citizenship.

State College To Hold Chemistry Conference

The Fifth Annual Conference on General and Organic Chemistry will be held at North Carolina State College, Raleigh, June 16-26, according to an announcement by Dr. Walter J. Peterson, head of the Department of Chemistry and Program Chairman.

The Conference, one of three being held this summer throughout the nation, is sponsored by the Division of Chemical Education of the American Chemical Society. Other conferences will be held at Kenyon College, Ohio, June 26-July 2, and the University of Wyoming, July 19-August 20.

The State College Conference Program will be in the nature of a workshop in two fields: (1) General Chemistry under the direction of Dr. Douglas G. Nicholson, Associate Professor, East Tennessee State College; and (2) Introductory Organic Chemistry, directed by Dr. Willis A. Reid, Professor and Director of Instruction in the Department of Chemistry, North Carolina State College. The two groups will operate independently, but will jointly partake in all social, field, and inspection trips.

Formal lectures will be confined to several short morning sessions. Afternoon sessions will be devoted to group discussions open to the participants choice. A special program of events and study has been arranged for high school teachers.

Discussions of the teaching of general chemistry at Davidson College, Wake Forest College, Duke University, the State University and North Carolina State College will be led by invited speakers from those respective institutions. A feature of the program includes visitation to the campuses of the University of North Carolina and Duke University where lectures will be given.

Registration fee for the Conference is \$10.00. Room and board at reasonable rates will be available, with accommodations for married couples. Negro teachers will be housed at Shaw University, with meals part of the time with the group on the State College campus.

Requests for information and reservations should be made to Dr. Walter J. Peterson, Head, Department of Chemistry, North Carolina State College, Raleigh, N. C.

Miss Montague Lead Panel at A.C.E. Meeting

Afternoon feature of the Annual Meeting of the North Carolina Association for Childhood Education held March 27 at Duke University was a panel discussion on Kindergartens for North Carolina led by Patsy Montague of the State Department of Public Instruction.

The morning's program included an address by Mauree Applegate of Wisconsin State College on "Everybody's Business—Our Children." At the luncheon Dr. William H. Cartwright, Head of the Department of Education, Duke University spoke on "Even Better Elementary Schools."

Jacksonville Provides for Speech Correction

Instruction to correct speech difficulties or deficiencies is provided for 119 students in three Jacksonville, Onslow County, schools, according to Cameron P. West, principal.

Classes are conducted for 54 children at the Clyde A. Erwin school on Mondays and Thursdays, for 53 students at the Walter M. Thompson school on Tuesdays and Fridays, and for 12 high school students on Wednesday mornings. In the afternoons conferences are held with parents. The teacher, Mrs. Sam P. Copeland, is employed in accordance with the law providing for the allotment of teachers of special education by the State Board of Education.

According to Mrs. Copeland, the most common problems of these students is that of improper production of the sounds of the English language. For example, the substitution of "f" for "th", as "birfday" for "birthday." This is especially characteristic for those of the 119 who are in the first and second grades. The sounds which are difficult for these children are "s", "r" and "l". These pronunciation difficulties account for about 90 per cent of the work in speech correction classes.

Other speech difficulties, according to Mrs. Copeland, include stuttering, problems arising from malformations of the speech organs, such as cleft palate and hare lip, and problems of nasality and poor voice quality.

ECC Seniors Do Student Teaching

One hundred and twenty seniors at East Carolina College, 79 women and 41 men, got their practical experience as student teachers in twenty public schools of eastern North Carolina. Those having assignments in the elementary schools include 37 full-time and one part-time student teachers. Others are teaching in secondary schools.

Work was done by student teachers during the spring quarter in all grades from the first through the twelfth, and in various departments of instruction in secondary schools. All teaching was supervised by college faculty members and supervising teachers in the public schools. Dr. J. L. Oppelt, director of student teaching and placement, was coordinator of the program.

Among the twenty schools where student teaching was carried on this spring, the college Laboratory School leads in numbers. Thirty-seven seniors did full-time teaching there, and one did half-time teaching. The Greenville High School was next with a total of twenty full-time and three part-time student teachers.

Three of those having assignments in the local high school were music majors and taught both there and in the college Laboratory School. One senior taught art in both the Brookgreen School of the city and the Laboratory School.

Out-of-town centers in Pitt County and the number of student teachers assigned to each were: Bethel, 3; Farmville, 2; Ayden, 6; Stokes, 1; Winterville, 4; Chicod, 2; and Belvoir, 3.

Other centers in which East Carolina seniors taught were: Fremont, 2; Tarboro, 5; Kinston, 8; Williamston, 2; Bath, 2; Wheat Swamp, 1; Contentnea, 2; Robersonville, 2; Washington, 11; and Rocky Mount, 3.

Lunchroom Supervisors To Hold Workshops

Two workshops for luncheon managers and supervisors are being planned for this summer, according to a recent announcement by Mrs. Anne W. Maley, State Supervisor, State Department of Public Instruction.

On June 13-18 a workshop for white managers and supervisors will be held at Woman's College. The Workshop for Negro lunchroom personnel will be held at the Agricultural and Technical College, Greensboro, on August 15-21.

Duplin Issues "Their First Year in School"

A little booklet, "Their First Year in School," has been issued by Superintendent O. P. Johnson and Supervisor Susie S. Teachey of the Duplin County Schools.

This booklet is for the parents of children who will enter school this fall. It contains a number of suggestions and much information which should be a great help to these parents and to the child entering school for the first time. Illustrations add to the attractiveness of this valuable publication. A committee of parents and first grade teachers worked with Miss Teachey in the preparation of the booklet.

"Unwarranted Attacks Meant to Stifle Freedom of Search"

Unwarranted attacks on education are meant to stifle freedom of search and evaluation and to halt the continuing liberation of the human mind, it was declared recently by Pearl Wanamaker, State Superintendent of Public Instruction of the State of Washington, in an article in THE SCHOOL EXECUTIVE.

"Tragically, the fear which such attacks engender in the mind of the timid will only prompt more repressive measures," Mrs. Wanamaker said. "The modern witch hunters will not be mollified."

Mrs. Wanamaker added: "But how can we in education thwart the unjustified attacks?"

"First of all, we must carefully evaluate our programs and philosophies and then, more than ever before, be secure in our faith in them."

"Second, we must put forward an aggressive and positive public information program dealing with our aims and our hopes for children, our needs, and our long and solid achievements. American education has a proud story to tell—a story that deserves the widest possible circulation. Local boards of education, superintendents, classroom teachers—all school personnel—must bear the responsibility of seeing that such a program is put into operation."

"And, finally, such a program should be a continuous reminder to educators themselves that the one indestructible weapon they own is truth. This weapon is theirs to use in a great crusade for public understanding and support."

Senators Propose Federal Aid for School Construction

A group of U. S. Senators, headed by Senator John L. McClellan of Arkansas, has introduced a bill in Congress which provides for aid to the states for the construction of school buildings.

The bill, now with the Labor and Welfare Committee, will be considered following conclusion of hearings on amendments to the Taft-Hartley Act. According to Senator McClellan, "A construction assistance bill will not encounter religious and other obstacles that have helped to block the path of general aid. On the other hand, federal aid for construction will release for current expenses money that would otherwise be required for school buildings and this would tend to raise standards of support."

Under the provisions of the bill \$100,000,000 would be apportioned to the states on the basis of population and 1951 income tax payments. The states would be required to provide a matching fund of \$142,500,000. Under the plan North Carolina would receive \$4,350,525 in federal aid, which would be matched by \$3,533,086 from State and local funds.

NCEA Names Former High Point Supt. to State's Educational Hall of Fame

T. Wingate Andrews, formerly superintendent of High Point city schools, was named to the State's Educational Hall of Fame at the annual meeting of the North Carolina Education Association held March 18-20 in Raleigh. Mr. Andrews died in 1937.

Andrews' name was presented to the Association by P. J. Weaver of the Greensboro city schools as a recommendation from North Carolina Chapter of the Horace Mann League, and with approval of the board of directors of the NCEA.

The Hall of Fame, established in 1937, now has 17 names: Edwin Anderson Alderman, Charles Brantley Aycock, David Caldwell, Braxton Craven, Edward Kidder Graham, Elizabeth Kelly, Charles Duncan McIver, Archibald D. Murphy, Walter Hines Page, Calvin Henderson Wiley, Alexander Graham, Robert Herring Wright, Eugene Clyde Brooks, Arch Turner Allen, William Preston Few, and William L. Poteat. A citation to The Unknown Teacher is also included.

Study Shows 78.6% Students in Occupation for Which Trained

A four-year follow-up study on the employment status of students completing training in Diversified Occupations shows that 926, or 78.6 per cent of the 1,178 who are now employable, are presently employed in the same or related occupation for which they were trained.

The study was made by Archie Bryant, assistant supervisor of trade and industrial education, State Department of Public Instruction.

The study covered the graduates of forty-two D. O. programs for the period 1948-49 to 1951-52 and included 2559 students. Of this number, employment information was available on 2363 students.

Students included in the study received training in 173 different occupations. Occupations which showed a retention percentage of 50 per cent or better include machinist, office worker, stock control, dietetics, textile worker, printer, cabinetmaker, carpenter, aircraft mechanic, floral designer, nurse aide, and auto mechanic.

Teacher Council Considers Reports

Reports were the order of the day-long meeting of the State Advisory Council on Teacher Education, which met in Raleigh April 27.

Progress reports were made by eight study committees appointed last fall. These Committees reported on the following study areas:

Education of the Elementary Teacher
Education of the Secondary Teacher
Special Certificate for Supervisors
Standards for An Approved Teacher
Education Institution

Selective Recruitment and Admissions
Student Teaching

Renewal Requirements for Certificates
Certification of Elementary School Librarians

In addition to these reports, the Council discussed the following:

Reciprocity in Certification

The Emergency Teacher and Supervised Student Teaching

Experience Credit in the Certification of Secondary School Teachers

Superintendent Pruette Receives Doctor's Degree

Dean B. Pruette, Superintendent of High Point city administrative unit, recently was awarded the doctor of education degree (Ed. D.) from Teachers College, Columbia University.

Dr. Pruette succeeded Dr. Charles F. Carroll as superintendent of the High Point school system, following Dr. Carroll's appointment as State superintendent of Public Instruction in August, 1952. His undergraduate work was done at Boiling Springs College (now Gardner-Webb), Wake Forest College, Lenoir-Rhyne College and Limestone College, South Carolina, from which latter institution he received his A. B. degree. After earning his Master's degree at the University of North Carolina in 1941, he did two more years of advanced work there before transferring to Columbia.

The awarding of the doctor's degree to Superintendent Pruette makes six superintendents who have this highest educational degree. The five other superintendents who may be addressed as "Doctor" are: Superintendent L. E. Spikes of Burlington, I. E. Ready of Roanoke Rapids, E. H. Garinger of Charlotte, Ralph Brimley of Forsyth County, and M. E. Yount of Alamance County.

Are New School Buildings Costing Too Much? No! State Dept. Staff Member Says

The question for this heading is being raised by a number of citizens of the State; and rightly should be, since the taxpayers voted in most instances the bonds from the sale of which the school buildings are provided.

A member of the Staff of the State Department of Public Instruction has answered this question as it applies to the Raleigh administrative unit as an example.

More specifically, the questions asked are:

1. Some of the newer schools are to be heated with oil—Wouldn't it be cheaper to heat schools with coal which can be bought on State contract?

2. Much money is spent for excavation and grading of sites—Wouldn't it be wiser and better to buy another site and thus save this expense?

3. New schools contain too many "luxury features"—television conduits, vinyl floors, tinted walls, plastic bubble lighting, and special rooms. Why not eliminate or use cheaper substitutes for these items?

4. Some schools cost more per square foot to build than in other cities of comparable size. Why?

Here are the answers to these questions as given by John L. Cameron, the Department's Director of School Planning:

1. Yes, coal is cheaper, but is it more economical? Coal heat is dirty and the janitor must devote a great portion of his time to looking after the furnace. With an oil furnace, the janitor can devote more of his time to sweeping and cleaning. Since there is less dirt, soot and grime, there will be less painting to do and thus maintenance costs of all kinds will be reduced and the health of the children will be better protected.

2. As to grading costs, it is admitted that there will be greater costs where there is a lot of rock than where the land is flat. In such areas this cannot be helped.

3. As to so-called "luxury items": asphalt tile is cheaper than vinyl, but it doesn't last as long; nor can it be cleaned and maintained as well as plastic floor covering. Television and visual aid rooms may be luxuries, but shouldn't there be provision for these new teaching aids in the public schools? Or should we continue to use the dull factual book presentation of knowledge? Is

it necessary to deny present day boys and girls these newer aids just because we didn't have them and at the extra nominal expense required to help many students stay with their class and in school?

4. Some schools definitely do cost more per square foot than schools in other cities of comparable size. Recent costs in one city were \$10.00, \$10.30 and \$11.55 per square foot. Contemplated new buildings will cost a little less than these costs. In schools in other cities, costs per square foot have been \$11.65, \$12.35, \$10.00, \$11.00, and the highest \$15.20. Average for the State is between \$8 and \$10 a square foot.

In cities in some other states costs per square foot are \$16.20 and \$16.50. In fact, several inquiries have been received at the State Department from out-of-state people who want to know how North Carolina manages to build schools as reasonably as it does.

Commission Names Executive Secretary

Leonard S. Powers, professor of law, Wake Forest College, recently was named executive secretary of the Commission on Higher Education.

His appointment was announced by Victor S. Bryant of Durham, chairman of the Commission which was created by the 1953 General Assembly. Prof. Powers has been granted a leave of absence from Wake Forest until February 1, 1955.

The Commission was named by Governor Umstead last fall. Other members besides Bryant are Fred S. Royster of Henderson, Mrs. Grace T. Rodenbough of Walnut Cove, Dudley Bagley of Moyock, L. C. Gifford of Hickory, E. Y. Floyd of Raleigh, and F. L. Atkins of Winston-Salem. In accordance with the act creating it, the Commission will "make a comprehensive study of the purpose, organization, function and operation of each of the institutions of higher learning supported by State funds," and will make recommendations to the 1955 General Assembly.

Powers, native of Mayodan, is a graduate of Duke University and the University of North Carolina Law School. He has been a member of the Wake Forest Law faculty since September, 1950.

State Has 122 Special Education Teachers

There are this year 122 teachers of special education employed by the local units and paid from State funds to give instruction to the mentally and physically handicapped, according to Felix S. Barker, Director Division of Special Education, State Department of Public Instruction.

These teachers have classes for mentally retarded children, those with speech defects, the crippled, and other mental and physical handicaps. There are 94 teachers for white children and 28 for the Negroes.

Classes for the mentally retarded lead with 45 white and 18 Negro teachers in charge of classes in this area. Those with speech defects rank second with 31 teachers for white children and nine for Negroes. For crippled children, there are five white teachers and one Negro teacher. For crippled and mentally retarded together, there are five teachers, all white. Three teachers are employed for children with a combination of speech and mental handicaps. Two have classes for cerebral palsy groups, and one each are employed for instruction of a group with defective vision, hearing defects, and speech and crippled together.

Board Adopts New Elementary Texts

New elementary basal textbooks for health, grades 4-8, and United States History, grade 5, were adopted by the State Board of Education at its regular monthly meeting on April 1.

Scott, Foresman and Company was awarded a contract to furnish the following health texts at the retail prices indicated:

The Girl Next Door, Grade 4, \$1.45.
You, Grade 5, \$1.55.
You and Others, Grade 6, \$1.62.
You're Growing Up, Grade 7, \$1.76.
Into Your Teens, Grade 8, \$1.76.

Contract for a new fifth grade history text, *Exploring Our Country*, was awarded to the Follett Publishing Company at a retail price of \$3.00.

At this meeting the Board also listed two publishers of handwriting texts from whom bids were authorized, and publishers of health and social studies texts for high school use from whom bids will be requested. Adoptions in these fields will be made at a subsequent meeting of the Board.

"What Is Best for the Child" Promotion Rule

What is best for the child—is regarded by most educators as a good rule to follow when the question of "promotion or non-promotion" is applied to each school child at the end of the school year.

The *Handbook for Elementary and Secondary Schools*, 1952, published by the State Department of Public Instruction, states the same idea in these words: "Optimum child growth should be the chief objective of any pupil progress policy." The *Handbook* also lists a few factors which are recommended for consideration before reaching a final decision as to a pupil's promotion. These are:

- The teacher's judgment as to the pupil's ability to work effectively with the group in the next higher grade.
- The pupil's achievement and intelligence as measured by standardized tests.
- The pupil's age and social development.
- The teacher's grades (marks) through the year.
- The child's mastery of fundamental skills, particularly the language skills.

One superintendent has posed the answers to the following questions as basic criteria for making decisions on promotions:

1. Has the child learned all he is capable of learning in the present grade?
2. Would a change of teachers be advisable?
3. Would the child probably succeed in the next grade?
4. Is his influence on the present group good?
5. Is the child under age for the grade? Is he average for the group?
6. Does the child have average emotional control?
7. Do his marks indicate some possibility of success?
8. What strong points does he possess?
9. Does the teacher think success is possible in the next grade? (academic, manual, social)
10. Will promotion help the welfare of the individual?
11. Has he been in the same grade two years?
12. In your estimation, will he ever be up to correct age and grade level?
13. Would failure impair his mental health?

Publication Prints Hillman's "Story"

"The Story of Teacher Education and Certification in North Carolina," prepared by Dr. James E. Hillman, Director of the Division of Professional Service, State Department of Public Instruction, is printed in *The Quarterly Review of Higher Education Among Negroes* for January.

The *Quarterly* is published by Johnson C. Smith University, Charlotte. Hillman's "Story" was originally issued in mimeograph form, January 1, 1953.

Travel Project Set-Up By NEA and PAU

"Teacher Meets Teacher" could readily be the title for the exciting new "recreational-educational" plan for moderate cost travel now being offered members of the National Education Association.

In a program to prepare teachers for intelligent travel, the Pan American Union is collaborating with the National Education Association in the non-profit "recreational-educational" tours the NEA offers its members during the months of June, July, and August. Thus every teacher taking advantage of one of the four NEA package tours to Mexico, Guatemala-Mexico, Cuba, or South America receives a PAU orientation tour kit and a one-year subscription to *AMERICAS* magazine. The kits contain booklets of the "American Nations" and "Travel in the Americas" series and background literature on the history, government, geography, and industry of the countries to be visited, as well as practical tips for travelers.

These "teacher meets teacher" tours, under the guidance of people in the educational field who know Latin America firsthand, give the traveling educators an opportunity to exchange ideas with their counterparts in other countries and to visit schools and leading educational centers. Many colleges now cooperating with the NEA Travel Division, whose headquarters are in Washington, D. C., give academic credit for educational travel.

14. What did achievement tests indicate concerning his academic standing?
15. Is the child more physically mature than other members of the class?

Supply of Elementary White Teachers Does Not Equal Demand

Most Units Do Not Produce Sufficient Number for Own Need

North Carolina institutions of higher learning will graduate next month 663 persons who plan to teach in the white elementary schools of the State. Based on the demand for the current year, however, there is a need for 1,707 teachers in this field. Thus there will be more than 1000 fewer properly trained teachers for the elementary schools for white children of the State than will be available.

These facts are disclosed in a recent study made by Dr. James E. Hillman of the State Department of Public Instruction. In this study *supply* indicates the number of students who will graduate from North Carolina colleges this year and who will qualify for a Class A teacher's certificate. The demand, on the other hand, is the number of new teachers employed in 1953-54. And a *new* teacher is defined as a teacher who taught in 1953-54 but who did not teach anywhere in 1952-53. The accompanying tables show the results of the study based on data obtained from the colleges and school superintendents of the State.

Table I

Table I is a summary of the current supply and demand of North Carolina teachers. In addition to what has been stated above, this table shows that there is (or will be) a sufficient supply of elementary teachers for the Negro race and for all high schools. According to this table and on the assumption that all students who prepare to teach actually teach, there is an oversupply in most subject areas in the high school. According to Dr. Hillman, this assumption should not be made. Based on replies from one-third of those who prepared to teach in 1952-53, it was found that 87.9 per cent of those who prepared to be elementary white teachers in 1952-53 actually

taught in 1953-54. Of those (one-third of the cases) who prepared to teach in the secondary school (finishing college in 1953), only 55.9 per cent taught in 1953-54. It would appear, therefore, according to these data, that the shortages indicated in table I would be greater and the oversupply for the high school as indicated would be much less than apparent. Hillman says, "On the data furnished here, to give the profession 1,000 elementary teachers would require an output of less than 1200 teachers, whereas for the same number of secondary teachers would require an output of some 1600 secondary teachers."

Tables II and III

The significant thing about these tables is the fact that only 60 (26 county and 34 city) of the 174 units, approximately 30 per cent, have "produced" a sufficient number of white teachers this year to fill their respective demands. The statement is indicative as to this situation as a whole and may not be true for each respective unit. This is true because the demand figures are for the year 1953-54 school year, whereas the "number of teachers produced" are this year's graduates who will be available for employment during 1954-55. In view of the fact, therefore, that the total teachers produced in 1952-53 was approximately identical to the number to be produced this year, the picture as revealed by these tables is substantially correct.

Insofar as individual units are concerned, however, the per cent of teachers produced in 1953-54 from the high school graduates of 1949-50 is more indicative. Although not 100 per cent correlation, there is a close relation in most instances between the "per cent of teachers produced" and the "per cent of demand" as presented.

I. Supply and Demand of North Carolina Teachers, 1953-54

Area	WHITE			NEGRO		
	Demand	Supply	Shortage	Demand	Supply	Shortage
Elementary High School	1,707 810	663 1,262	1,044 +452	359 189	523 652	+164 +463
Agriculture	17	75	+58	2	35	+33
Art	6	20	+14	1	5	+4
Bible	4	27	+23	0	11	+11
Biology	15	48	+33	3	74	+71
Chemistry	0	6	+6	0	16	+16
Commerce	119	157	+38	24	96	+72
Distributive Education	3	3	0	0	0	0
English	173	219	+46	39	71	+32
French	7	13	+6	5	10	+5
Health	0	0	0	0	5	+5
Home Economics	97	114	+17	25	36	+11
Industrial Arts	14	26	+12	3	50	+47
Latin	1	1	0	0	0	0
Library Science	16	10	-6	7	2	-5
Mathematics	77	84	+7	15	30	+15
Music	37	75	+38	15	19	+4
Physical Education	71	208	+137	11	64	+53
Physics	0	0	0	0	2	+2
Science	70	64	-6	18	19	+1
Social Studies	61	105	+44	15	87	+72
Spanish	1	3	+2	2	1	-1
Others	21	7	-14	4	19	+15

Note: A difference of three elementary and one high school in demand (white) in this table and the tables showing units was so small that no effort was made to reconcile these figures.

II. Data Relating to County Units, 1953-54, White

County Units	Total Number Teachers	Number New Posit'ns	New Demand	Per Cent of Demand	Number Teachers Produced	Per Cent of Demand	No. High School Graduates Produced	Per Cent of Demand
Alamance	283	5	35	10	45	18	298	6.0
Alexander	112	5	8	5	13	15	97	5.2
Alleghany	59	-1	4	1	5	7	50	14.0
Anson	72	0	5	5	10	4	99	4.0
Ashe	171	0	2	3	5	11	160	6.9
Avery	122	0	4	2	6	4	111	3.6
Beaufort	125	-2	8	11	19	6	163	3.7
Bertie	97	4	12	6	18	8	92	8.7
Bladen	146	-2	10	2	12	8	160	5.0
Brunswick	112	-1	7	7	14	8	106	7.5
Buncombe	551	14	29	18	47	17	596	2.9
Burke	229	2	19	12	31	6	215	2.8
Cabarrus	195	-3	11	6	17	6	207	5.3
Caldwell	284	2	23	4	27	11	232	3.0

County	1920	1930	1940	1950	1960	1970	1980	1990	2000	2010	2020	Total
Asheboro	132	276	276	276	276	276	276	276	276	276	276	276
Asheville	132	276	276	276	276	276	276	276	276	276	276	276
Burlington	132	276	276	276	276	276	276	276	276	276	276	276
Canon	132	276	276	276	276	276	276	276	276	276	276	276
Chapel Hill	132	276	276	276	276	276	276	276	276	276	276	276
Charlotte	132	276	276	276	276	276	276	276	276	276	276	276
Cherryville	132	276	276	276	276	276	276	276	276	276	276	276
Clemson	132	276	276	276	276	276	276	276	276	276	276	276
Concord	132	276	276	276	276	276	276	276	276	276	276	276
Durham	132	276	276	276	276	276	276	276	276	276	276	276
Edenton	132	276	276	276	276	276	276	276	276	276	276	276
Elizabeth City	132	276	276	276	276	276	276	276	276	276	276	276
Elk City	132	276	276	276	276	276	276	276	276	276	276	276
Farmington	132	276	276	276	276	276	276	276	276	276	276	276
Fayetteville	132	276	276	276	276	276	276	276	276	276	276	276
Franklin	132	276	276	276	276	276	276	276	276	276	276	276
Fremont	132	276	276	276	276	276	276	276	276	276	276	276
Gastonia	132	276	276	276	276	276	276	276	276	276	276	276
Glen Alpine	132	276	276	276	276	276	276	276	276	276	276	276
Greensboro	132	276	276	276	276	276	276	276	276	276	276	276
Greenville	132	276	276	276	276	276	276	276	276	276	276	276
Hamlet	132	276	276	276	276	276	276	276	276	276	276	276
Henderson	132	276	276	276	276	276	276	276	276	276	276	276
Hendersonville	132	276	276	276	276	276	276	276	276	276	276	276
Hickory	132	276	276	276	276	276	276	276	276	276	276	276
High Point	132	276	276	276	276	276	276	276	276	276	276	276
Kannapolis	132	276	276	276	276	276	276	276	276	276	276	276
Kings Mountain	132	276	276	276	276	276	276	276	276	276	276	276
Kinston	132	276	276	276	276	276	276	276	276	276	276	276
Laurens	132	276	276	276	276	276	276	276	276	276	276	276
Lexington	132	276	276	276	276	276	276	276	276	276	276	276
Lincolnton	132	276	276	276	276	276	276	276	276	276	276	276
Lumberton	132	276	276	276	276	276	276	276	276	276	276	276
Lenoir	132	276	276	276	276	276	276	276	276	276	276	276
Madison	132	276	276	276	276	276	276	276	276	276	276	276
Martinsville	132	276	276	276	276	276	276	276	276	276	276	276
Monroe	132	276	276	276	276	276	276	276	276	276	276	276
Mooreville	132	276	276	276	276	276	276	276	276	276	276	276
Morgantown	132	276	276	276	276	276	276	276	276	276	276	276
Morven	132	276	276	276	276	276	276	276	276	276	276	276
Mount Airy	132	276	276	276	276	276	276	276	276	276	276	276
Murphy	132	276	276	276	276	276	276	276	276	276	276	276
New Bern	132	276	276	276	276	276	276	276	276	276	276	276
Newton-Conover	132	276	276	276	276	276	276	276	276	276	276	276
Oxford	132	276	276	276	276	276	276	276	276	276	276	276
Pinehurst	132	276	276	276	276	276	276	276	276	276	276	276
Raleigh	132	276	276	276	276	276	276	276	276	276	276	276
Red Springs	132	276	276	276	276	276	276	276	276	276	276	276
Reidsville	132	276	276	276	276	276	276	276	276	276	276	276
Roanoke Rapids	132	276	276	276	276	276	276	276	276	276	276	276
Rockingham	132	276	276	276	276	276	276	276	276	276	276	276
Rocky Mount	132	276	276	276	276	276	276	276	276	276	276	276
Saint Pauls	132	276	276	276	276	276	276	276	276	276	276	276
Salisbury	132	276	276	276	276	276	276	276	276	276	276	276
Sanford	132	276	276	276	276	276	276	276	276	276	276	276
Shelby	132	276	276	276	276	276	276	276	276	276	276	276
Southern Pines	132	276	276	276	276	276	276	276	276	276	276	276
Statesville	132	276	276	276	276	276	276	276	276	276	276	276
Tarboro	132	276	276	276	276	276	276	276	276	276	276	276
Tarboro	132	276	276	276	276	276	276	276	276	276	276	276
Thomasville	132	276	276	276	276	276	276	276	276	276	276	276
Tryon	132	276	276	276	276	276	276	276	276	276	276	276
Wadesboro	132	276	276	276	276	276	276	276	276	276	276	276
Washington	132	276	276	276	276	276	276	276	276	276	276	276
Weldon	132	276	276	276	276	276	276	276	276	276	276	276
Whiteville	132	276	276	276	276	276	276	276	276	276	276	276
Wilson	132	276	276	276	276	276	276	276	276	276	276	276
Winston-Salem	132	276	276	276	276	276	276	276	276	276	276	276
Total City	401	539	201	740	624	843	7,911	65	16,209	1,056	1,650	23,334
County	334	1,165	608	1,773	1,351	596	6,209	6.5	16,209	1,056	1,650	23,334
State	735	1,704	809	2,513	1,650	66.9	24,120	7.0	32,412	2,106	2,300	35,712

Asheboro	132	276	320	350	380	410	440	470	500	530	560	590	620	650	680	710	740	770	800	830	860	890	920	950	980	1010	1040	1070	1100	1130	1160	1190	1220	1250	1280	1310	1340	1370	1400	1430	1460	1490	1520	1550	1580	1610	1640	1670	1700	1730	1760	1790	1820	1850	1880	1910	1940	1970	2000	2030	2060	2090	2120	2150	2180	2210	2240	2270	2300	2330	2360	2390	2420	2450	2480	2510	2540	2570	2600	2630	2660	2690	2720	2750	2780	2810	2840	2870	2900	2930	2960	2990	3020	3050	3080	3110	3140	3170	3200	3230	3260	3290	3320	3350	3380	3410	3440	3470	3500	3530	3560	3590	3620	3650	3680	3710	3740	3770	3800	3830	3860	3890	3920	3950	3980	4010	4040	4070	4100	4130	4160	4190	4220	4250	4280	4310	4340	4370	4400	4430	4460	4490	4520	4550	4580	4610	4640	4670	4700	4730	4760	4790	4820	4850	4880	4910	4940	4970	5000	5030	5060	5090	5120	5150	5180	5210	5240	5270	5300	5330	5360	5390	5420	5450	5480	5510	5540	5570	5600	5630	5660	5690	5720	5750	5780	5810	5840	5870	5900	5930	5960	5990	6020	6050	6080	6110	6140	6170	6200	6230	6260	6290	6320	6350	6380	6410	6440	6470	6500	6530	6560	6590	6620	6650	6680	6710	6740	6770	6800	6830	6860	6890	6920	6950	6980	7010	7040	7070	7100	7130	7160	7190	7220	7250	7280	7310	7340	7370	7400	7430	7460	7490	7520	7550	7580	7610	7640	7670	7700	7730	7760	7790	7820	7850	7880	7910	7940	7970	8000	8030	8060	8090	8120	8150	8180	8210	8240	8270	8300	8330	8360	8390	8420	8450	8480	8510	8540	8570	8600	8630	8660	8690	8720	8750	8780	8810	8840	8870	8900	8930	8960	8990	9020	9050	9080	9110	9140	9170	9200	9230	9260	9290	9320	9350	9380	9410	9440	9470	9500	9530	9560	9590	9620	9650	9680	9710	9740	9770	9800	9830	9860	9890	9920	9950	9980	10010	10040	10070	10100	10130	10160	10190	10220	10250	10280	10310	10340	10370	10400	10430	10460	10490	10520	10550	10580	10610	10640	10670	10700	10730	10760	10790	10820	10850	10880	10910	10940	10970	11000	11030	11060	11090	11120	11150	11180	11210	11240	11270	11300	11330	11360	11390	11420	11450	11480	11510	11540	11570	11600	11630	11660	11690	11720	11750	11780	11810	11840	11870	11900	11930	11960	11990	12020	12050	12080	12110	12140	12170	12200	12230	12260	12290	12320	12350	12380	12410	12440	12470	12500	12530	12560	12590	12620	12650	12680	12710	12740	12770	12800	12830	12860	12890	12920	12950	12980	13010	13040	13070	13100	13130	13160	13190	13220	13250	13280	13310	13340	13370	13400	13430	13460	13490	13520	13550	13580	13610	13640	13670	13700	13730	13760	13790	13820	13850	13880	13910	13940	13970	14000	14030	14060	14090	14120	14150	14180	14210	14240	14270	14300	14330	14360	14390	14420	14450	14480	14510	14540	14570	14600	14630	14660	14690	14720	14750	14780	14810	14840	14870	14900	14930	14960	14990	15020	15050	15080	15110	15140	15170	15200	15230	15260	15290	15320	15350	15380	15410	15440	15470	15500	15530	15560	15590	15620	15650	15680	15710	15740	15770	15800	15830	15860	15890	15920	15950	15980	16010	16040	16070	16100	16130	16160	16190	16220	16250	16280	16310	16340	16370	16400	16430	16460	16490	16520	16550	16580	16610	16640	16670	16700	16730	16760	16790	16820	16850	16880	16910	16940	16970	17000	17030	17060	17090	17120	17150	17180	17210	17240	17270	17300	17330	17360	17390	17420	17450	17480	17510	17540	17570	17600	17630	17660	17690	17720	17750	17780	17810	17840	17870	17900	17930	17960	17990	18020	18050	18080	18110	18140	18170	18200	18230	18260	18290	18320	18350	18380	18410	18440	18470	18500	18530	18560	18590	18620	18650	18680	18710	18740	18770	18800	18830	18860	18890	18920	18950	18980	19010	19040	19070	19100	19130	19160	19190	19220	19250	19280	19310	19340	19370	19400	19430	19460	19490	19520	19550	19580	19610	19640	19670	19700	19730	19760	19790	19820	19850	19880	19910	19940	19970	20000	20030	20060	20090	20120	20150	20180	20210	20240	20270	20300	20330	20360	20390	20420	20450	20480	20510	20540	20570	20600	20630	20660	20690	20720	20750	20780	20810	20840	20870	20900	20930	20960	20990	21020	21050	21080	21110	21140	21170	21200	21230	21260	21290	21320	21350	21380	21410	21440	21470	21500	21530	21560	21590	21620	21650	21680	21710	21740	21770	21800	21830	21860	21890	21920	21950	21980	22010	22040	22070	22100	22130	22160	22190	22220	22250	22280	22310	22340	22370	22400	22430	22460	22490	22520	22550	22580	22610	22640	22670	22700	22730	22760	22790	22820	22850	22880	22910	22940	22970	23000	23030	23060	23090	23120	23150	23180	23210	23240	23270	23300	23330	23360	23390	23420	23450	23480	23510	23540	23570	23600	23630	23660	23690	23720	23750	23780	23810	23840	23870	23900	23930	23960	23990	24020	24050	24080	24110	24140	24170	24200	24230	24260	24290	24320	24350	24380	24410	24440	24470	24500	24530	24560	24590	24620	24650	24680	24710	24740	24770	24800	24830	24860	24890	24920	24950	24980	25010	25040	25070	25100	25130	25160	25190	25220	25250	25280	25310	25340	25370	25400	25430	25460	25490	25520	25550	25580	25610	25640	25670	25700	25730	25760	25790	25820	25850	25880	25910	25940	25970	26000	26030	26060	26090	26120	26150	26180	26210	26240	26270	26300	26330	26360	26390	26420	26450	26480	26510	26540	26570	26600	26630	26660	26690	26720	26750	26780	26810	26840	26870	26900	26930	2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N. Y. Commission Makes Cost-Cutting Suggestions

Suggestions for cost-cutting in the construction of school buildings are contained in a 50-page brochure entitled *Economics from A to Z In Planning and Building Schools*, recently issued by a special New York State commission on school buildings.

Suggestions made are the following:

Selection of site: Make certain the site needs a minimum of grading, grubbing, and rock-removal. But above all the site must have good subsoil for foundations.

Purchase of site: Plan to buy your school site as many years in advance as possible. Land values jump when schoolboards buy in congested areas and when they buy in a hurry.

Exterior design: Keep lines straight, simple, avoiding nonfunctional elements of design. Avoid towers, ornamental columns, high-pitched roofs, parapet walls, gargoyles.

Wall construction: Avoid walls thicker than necessary.

Space use: Keep corridor widths to a minimum; avoid building passageways that are used only rarely; build rooms so that they may be used for variety of purposes.

Combine facilities: These facilities may be combined—gymnasium and auditorium; gymnasium and cafeteria; auditorium and music room; library and study hall; science laboratory and classroom; board room, conference room and principal's office.

Interior construction: Eliminate costly lathing and plastering for interior walls by using light aggregate concrete blocks.

Roof construction: Insist on a flat or slightly sloping roof carried by the ceiling joists.

Roof design: Approve only roofs without valleys, hips, ridges, cupolas, domes, steeples, dormers, or other irregularities.

Floor construction: Do not approve linoleum or rubber tile floor covering on concrete slab laid directly on the ground. Moisture penetrating the concrete usually causes such floor covering to rot in a short time.

Lighting: Ask the architect to design rooms so artificial light will be the primary source of light; natural light to be used as supplementary.

Heating: Do not overdesign and over-equip heating facilities to meet rarely-occurring low temperatures.

Our Free Public Schools

Belong to all the people.
Are a free public service
Are independent of partisan politics.
Are independent of sectarian religion.
Are based on moral and spiritual ideals.
Are dedicated to democracy and the general good.
Reflect the strength and weakness of the society of which they are a part.
Have a just claim upon the economy they have helped to create—local, state, national.
Seek to bring the rule of truth and right into both individual and community life.
Constitute a fourth branch of government—legislative, executive, judicial, educational.

—From the NEA Journal

Local Board Must Approve Teacher Dismissal or Rejection

Dismissal, or rejection of a teacher for the ensuing year's employment, must have the approval of the governing authorities of the unit in which he is employed.

This is the law and the Supreme Court has ruled that dismissal or rejection has no validity unless the act of such approval was performed prior to the close of the school term. The minutes of the governing board would naturally show its actions.

Another act in this procedure of teacher rejection of employment for the next year is that the superintendent of public instruction must notify the teacher rejected by registered letter prior to the close of the school term. The court has held that if such notification of dismissal which has the approval of the governing board is mailed by registered letter prior to the close of the school term, the rejection would be valid even though not received by the teacher until after expiration of the school term.

Person Issues Booklet "Getting Ready for School"

"Getting Ready for School" is the title of a handbook for parents of first-year school entrants which has been distributed to the parents of pre-school children by Superintendent R. B. Griffin of Person County.

The handbook includes suggestions for parents in getting their children ready for school and in helping them make the best possible adjustment to their first school experiences. The following topics are discussed briefly: Getting and keeping your child well and strong, first aid, school lunches, school clothes, school attendance, your child's progress, school progress report, materials and supplies, safety, getting along with others, parent-teacher association, let's work together, and books and magazines.

Telebinoculars May Not Be Purchased with Health Funds

Telebinoculars, an instrument for vision testing, may not be purchased with State school health funds, according to a recent letter to school superintendents from Charles E. Spencer, Co-director School Health Coordinating Service, joint agency of the State Department of Public Instruction and the State Board of Health.

The Snellen E Chart plus teacher observation for vision testing by the teacher and nurse is recommended both by the State Department of Public Instruction and the State Board of Health, Mr. Spencer stated. He also stated that "Information from recent studies of vision testing at St. Louis by well qualified eye specialists does not indicate that any one screening procedure by teacher and nurse to be superior to the other. Teacher observation plus the use of the Snellen E Chart gave about as satisfactory results as did the telebinocular, Sight Screener or Ortho-Rater. After taking into consideration the time required to give tests with machines, the cost of the machines and the time needed for training a person to operate them, the obvious conclusion was in favor of the teacher observation plus the Snellen E test.

"We are not attempting to evaluate the machines mentioned above for any other purpose than for teacher and nurse use in detecting children with visual defects."

Health Journal Salutes N. C. Advisory Committee

North Carolina has received favorable publicity in the April number of *Life and Health*, national health journal published in Washington, D. C.

The editor of this national journal, Dr. J. DeWitt Fox, salutes the State Advisory School Health Committee for its recent stand in opposition to the sale of knickknacks in the schools. In his column, "The Editor Discusses," Dr. Fox discusses the findings and recommendations of the North Carolina Committee. He also reprints a resolution passed by The Council on Dental Health of the American Dental Association on the same subject. And finally he says, "LIFE AND HEALTH wishes to salute the North Carolina State Advisory Committee on this forward step in school nutrition."

Korean Educator Observes N. C. Schools

A 28-year old Korean educator, Nae Un Seong, spent the week of March 15-19 observing the work being done in some of the rural schools of North Carolina and in the State Offices.

Mr. Seong is an Assistant Professor of Education, Seoul National University, Korea, and Fellow of the National Education Research Institute, Pusan. He spent approximately four months in this country, visiting and observing in the field of elementary education. Besides North Carolina, Mr. Seong spent some time in each of the following places: Washington, D. C.; Akron, Ohio; Atlantic City (Conference of Elementary School Principals); New York; Boston; Richmond and Williamsburg, Virginia; Nashville, Tennessee; Chicago; St. Paul; and San Francisco.

In addition to his visit to the State offices in Raleigh, Mr. Seong's itinerary in North Carolina included visits to schools in Lee, Johnston, Wake, and Moore Counties. He also attended the annual meeting of the North Carolina Education Association which met in Raleigh at the time of his visit to this State.

Mr. Seong's North Carolina itinerary was arranged by Madeline Tripp of the State Department of Public Instruction. In a letter to Miss Tripp following his visit to this State, Mr. Seong said: "I certainly learned more than any other places, there, I confess that I had no idea at all you had such a nice school program in rural communities."

NCEA Adopts Resolutions

A basic legislative program for the coming year was adopted by the North Carolina Education Association at its annual meeting which was held March 18-20 in Raleigh.

This program included four goals, as follows:

1. An appropriation sufficient to enable the State Board of Education to allot:

(a) Qualified attendance personnel, State-supported but locally-employed.

(b) Clerical assistance for those schools in which such assistance is necessary.

(c) In addition to the regular allotment of teachers provided by the State on present basis, one additional teacher for each 20 teachers allotted to each administrative unit; these extra teachers to be used as librarians, non-teaching principals, guidance counselors, teachers of art, music, physical education and for other special services.

2. An appropriation sufficient to cover adequately the operational costs of our schools.

3. A salary schedule of \$2,600 to \$4,100 for teachers holding A certificates, with proportionate salary increases for other school personnel.

4. An extended term of two weeks employment for teachers and principals; the additional two-week salary to be based upon the proposed salary schedule.

In other resolutions, the NCEA went on record favoring further reduction of class size, additional classrooms, kindergartens, adequate sick leave, increased retirement benefits, improved employment security, continuation and expansion of the present program in school health and vocational education, county boards elected by the people in a non-partisan election, a properly developed driver-training program, a more adequate supply of school busses, and provision for transportation in city administrative units.

The Association also went on record supporting Federal legislation which would allocate to the schools revenues from the Outer Continental Shelf oil lands, tax exemptions for teacher retirement incomes, and other educational measures.

Shannon Outlines Science Bulletin for High Schools

A new bulletin on the teaching of science in the secondary schools of North Carolina is now under preparation by Henry Shannon, Adviser in Science and Mathematics, State Department of Public Instruction. Mr. Shannon will be assisted in this project, which is scheduled for completion prior to the beginning of the fall term, by teachers of science in the high schools and colleges of the State and by other State Department staff members.

Tentative outline of the bulletin contemplates 112 pages, with chapters as follows:

Chapter I. One Hundred Science Students for 180 Days

Chapter II. The First Few Days of School

Chapter III. Suggested Course of Study for General Science, Biology, Chemistry and Physical Science

Chapter IV. The Teacher Evaluates Work Done for First Six Weeks and Looks Ahead

Chapter V. Techniques for Teaching Science

Chapter VI. The Teacher Evaluates Work Done For Second Six Weeks and Looks Ahead

Chapter VII. Supplies and Equipment for All Sciences

Chapter VIII. The Teacher Evaluates Work Done for Third Six Weeks and Looks Ahead

Chapter IX. Using Supplementary Material To Enrich Science Teaching

Chapter X. The Teacher Evaluates Work Done During Fourth Six Weeks and Looks Ahead

Chapter XI. Getting Acquainted With Professional Organizations

Chapter XII. The Teacher Evaluates Work Done During Fifth Six Weeks and Looks Ahead

Chapter XIII. Design of Modern Science Departments

Chapter XIV. How Good is the Science Department

Suggestions for the content in any of the areas indicated or other ideas for inclusion in this bulletin will be welcome, Mr. Shannon states.

Surveys Show Inadequate School Facilities

Inadequate school facilities are indicated in many areas of the State by surveys made by committees composed of superintendents, State Department of Public Instruction officials, and college professors.

An example of the findings of one survey made recently, the committee observed that:

"Growth in population during the past few years has greatly outpaced the school building program. Many of the buildings are overcrowded. In several schools Quonset huts and other unsatisfactory temporary buildings are being used as classrooms. In others, high school classes are housed in stage dressing rooms, auditoriums, and other extremely small rooms, some of which were formerly offices, small storage rooms, or teachers' rooms . . .

"The older buildings in the county are substandard in several respects, particularly with reference to the size of classrooms, lighting, size and location of toilets, and boiler rooms construction . . .

"There are no accredited elementary schools in the county, probably because buildings do not meet the requirements for accreditation.

"The committee observed evidences of the lack of a good maintenance program. This lack of maintenance has, no doubt, contributed to the deterioration of some of the school buildings . . ."

Recommendations made by the committee were the following:

1. Before a building program for the county can be wisely and intelligently planned, it is imperative that well-defined attendance areas be established in accordance with established school centers and that children be assigned definitely to schools in the attendance areas in which they reside.
2. Immediate attention should be given to the improvement of sanitary facilities and lighting in the older buildings at all schools.
3. All boiler rooms not approved by the Division of Insurance should be fire-proofed at once.
4. The program of maintenance should be strengthened and expanded both in personnel and with an increased appropriation of funds.
5. While re-wiring for improvement of lighting is in process in the older buildings, wall plug-in outlets should be installed in classrooms for use of audio-visual aids.
6. In order to provide the privacy to which children are entitled, partitions

should be installed in toilets, particularly in girls' rooms.

7. Library facilities in most of the elementary schools do not meet the needs of a modern school program. These facilities should be improved.

8. All schools should be provided with adequate health and first aid facilities.

9. Physical education facilities should be improved in all schools where such facilities are not adequate.

What is Religion?

An old priest said, Speak to us of religion. And he said: Have I spoken this day of aught else? Is not religion all deeds and all reflections, and that which is neither deed nor reflection, but a wonder and a surprise ever springing in the soul, even while the hands hew the stone or tend the loom? Who can separate his faith from his actions, or his belief from his occupations? Who can spread his hours before him, saying, "This for God and this for myself; This for my soul, and this other for my body?" All your hours are wings that beat through space from self to self. He who wears his morality but as his best garment were better naked. The wind and the sun will tear no holes in his skin. And he who defines his conduct by ethics imprisons his song-bird in a cage. The freest song comes not through bars and wires. And he to whom worshipping is a window to open but also to shut, has not yet visited the house of his soul whose windows are from dawn to dawn.

Your daily life is your temple and your religion. Whenever you enter into it, take with you your all. Take the plough and the forge and the mallet and the lute, the things you have fashioned in necessity or for delight. For in reverie you cannot rise above your achievements nor fall lower than your failures. And take with you all men: For in adoration you cannot fly higher than their hopes nor humble yourself lower than their desires.

(Hahlil Gibran)

Practical Nurse Training Starts in Two Cities

Two new schools of practical nursing sponsored by the Department of Trade and Industrial Education, local schools, and local hospitals, have been started in Asheville and Winston-Salem.

The new school in Asheville is operated jointly by the Asheville City Schools and St. Josephs Hospital. The white school in Winston-Salem is operated jointly by the Winston-Salem City Schools and Bowman-Gray Hospital.

R. L. Coffey, Local Supervisor of Trade and Industrial Education, and Mrs. Rose O. Bell, Instructor, are in charge of the Asheville school and Albert Johnson, Local Supervisor of Trade and Industrial Education, and Mrs. Phyllis Crotts, Instructor, direct the program in Winston-Salem.

Both schools are approved for the training of practical nursing students by the North Carolina Joint Committee on Standardization for Schools of Practical Nursing. Students completing the course are eligible to take the State licensing examination.

What to Do in Case Polio Comes

Although a vaccine is being tested and gamma globulin will be available in increased amounts this year, polio cases are expected in 1954. Here is what to do according to the National Foundation for Infantile Paralysis, if polio does come:

1. Keep children with their usual companions; don't take them in crowds.
2. Avoid fatigue and chilling. This means adults, too.
3. Follow your doctor's advice about mouth and throat operations.
4. Teach children to wash hands carefully before eating and after going to the toilet. Don't use another's soiled towels, dishes or tableware.
5. Tell your doctor if these symptoms appear: headache, fever, sore throat, upset stomach, stiff neck or back. Put sick person to bed promptly.
6. Remember—at least half of all polio patients get well without any crippling.
7. Get in touch with your local Chapter of the National Foundation for Infantile Paralysis if you need help for a polio patient.

SSWC for 1954 Will Be Held June 7-12

The 1954 Southern States Work Conference will be held June 7-12, inclusive, at Daytona Beach, Seabreeze, Florida. It is announced by R. L. Johns, Executive Secretary.

Headquarters for the Conference will be the Daytona Plaza Hotel.

State superintendents of education, secretaries of state education associations, and executive committee members have been requested by Mr. Johns to take the responsibility of promoting the conference in their respective states. "It is essential," Mr. Johns said in a memorandum to these officials, "that all of you invite people to attend the conference who would like to attend and who would make a contribution to the conference."

Projects selected for study this year are the following:

- Boards of Education in the Southern Region.
- Teacher Certification.
- Supervision.
- Guidance.
- Rural Life and Education (Exploratory).

Fewer Elementary Schools Trend Continues

There were 179 fewer elementary schools in the State during 1952-53 than in 1951-52, according to a tabulation of official figures just completed by H. C. West, Statistician for the State Department of Public Instruction.

The greatest reduction during this one year change in the number of elementary schools picture, Mr. West pointed out, took place among Negro schools, largely the one and two teacher size. A total net reduction of 165 schools was made in Negro elementary schools. Small schools were reduced by 195, but there was an increase of 30 in schools having 7 or more teachers.

There were 92 fewer one-teacher schools (75 Negro and 17 white), 75 fewer two-teacher schools (66 Negro and 9 white), and 40 fewer three-teacher schools (34 Negro and 6 white) in 1952-53 than in 1951-52. On the other hand, there were 64 more elementary schools with 15 or more teachers (39 white and 25 Negro), 2 more having from 10 to 14 teachers (1 each), and 1 more having five teachers (7 more for whites and 6 less for Negroes).

Calendar of Professional Meetings, Conferences, Workshops, Institutes

(This calendar, suggested by one of our readers, will be carried as a permanent feature of the BULLETIN. Its success, however, will depend upon notification of scheduled conferences, etc., being sent to the editor far in advance of the dates of such conferences.)

- June 7-12 —Southern States Work Conference, Daytona Beach, Seabreeze, Fla.
- June 15-17 —Regional Conference on School Law, Duke University, Durham.
- June 16-26 —Fifth Annual Conference on General Chemistry and Introductory Organic Chemistry, State College, Raleigh.
- June 13-18 —Workshop for School Lunch Managers and Supervisors, Woman's College, Greensboro.
- June 20-26 —American Library Association Conference, Minneapolis.
- August 10-13 —Superintendents' Conference, Mars Hill College, Mars Hill.
- August 15-21 —Summer Workshop for School Lunch Negro Personnel, A. & T. College, Greensboro.

Other Teacher Guides "In the Making"

Three other teacher guides are "in the making" stage and will be printed this summer for use in the schools beginning next fall, according to L. H. Jobe, Director of the Division of Publications, State Department of Public Instruction.

These three guides are for the subjects of music, driver education, and science for the secondary school.

The new guide or course of study in music will take the place of the publication issued in 1942, the supply of which is now exhausted. The preparation of the new bulletin for this subject is now in charge of a committee headed by Arnold E. Hoffman, State Adviser in Music Education.

A guide for the teachers of science in the high school is under preparation by a committee under the direction of Henry A. Shannon, Adviser in Science and Mathematics, State Department of Public Instruction. A publication, *Science for the Elementary School*, was printed and distributed early this year. Additional copies are available at 50 cents each from the Division of Publications, State Department of Public Instruction, Raleigh.

Plans are being made by John C. Noe, Adviser in Safety Education, and George Maddrey, assistant to Mr. Noe, for a bulletin in driver education, which will be used as a guide for teachers in this field. Suggestions for the teaching of Safety were included in the publication on *Health Education* which came from the press last month. This 410-page bulletin is available at \$1.00 per copy.

Correspondence Courses Available from U. N. C.

Correspondence courses for teachers who wish to receive either undergraduate or certification credit are available from the University of North Carolina at Chapel Hill and the State College branch at Raleigh, according to a recent announcement by Mary L. Cobb of the University's Bureau of Correspondence Instruction.

Opportunity is provided for a selection from a large variety of courses, chosen from the several departments of these institutions, Miss Cobb stated. Correspondence instruction is especially attractive to those teachers who cannot attend summer school.

Correspondence courses are also available to high school graduates who cannot attend college. Many courses on the freshman college level are available to graduates who wish to make up a college entrance deficiency.

A third group for which correspondence courses are available is that of the dental assistant. A new non-credit course in this area has just been organized. This course is especially valuable to persons employed in dentists' offices or to those who wish to become dental assistants.

"Correspondence courses may be taken at the convenience of the student," Miss Cobb stated, "at whatever location he chooses. He may take regular college courses, or special courses, under the direction of members of the faculty who work with him. Catalogues giving full information concerning correspondence work may be secured from the institution mentioned above.

Health and Phys. Ed. Group Makes Recommendations

The North Carolina College Conference for the Professional Preparation of Teachers of Health and Physical Education, meeting recently in Chapel Hill, made some recommendations regarding the minimum certification requirements in health and physical education to the State Advisory Council on Teacher Education.

These recommendations are as follows:

1. That health and physical education be considered as two separate areas.
2. That the minimum certification requirements for the elementary teachers be 4-6 semester hours of health education.
3. That the minimum certification requirement for the elementary teachers be 4-6 semester hours of physical education.
4. That the service courses not be used to fulfill the professional certification requirement for elementary teachers.
5. That a course in administration of health education and physical education at the graduate level be required for the principal's certificate.
6. That a basic health course be required for all college students.

TV Enters Nations Schools

Television is rapidly becoming another means of formal education as it enters many of the nations schools, according to *Round-Up of the Nation's Press*, publication of the Joint Committee on Educational Television, Washington, D. C.

Some recent aspects of the impact of educational TV throughout the nation may be learned from the following headlines:

Memphis Takes Step for Educational TV—Tennessee Commercial Appeal.

M. S. C. Television Station To Offer College Work—Michigan State Journal.

Junior May Wind Up as Star Performer on Educational TV Here—Pittsburg Press.

Inaugurate Educational TV Series—Long Beach, Calif. Independent.

400 Women Join TV Education Tests—Texas Chronicle.

TV Series Takes Place of Studies—Nebraska Guide and Tribune.

Medical School Starts TV Teaching Method—Philadelphia Enquirer.

Teacher-Community Relationships

1. Be business-like. You are engaged in the biggest business in the community.
2. It isn't a bad idea to go more than half-way to get along with folks.
3. Be careful not to give any citizen the idea that you consider yourself superior to him.
4. Don't be afraid to do more than is expected of you in the community in which you work.
5. The attitude of your community toward you depends largely upon your attitude toward the community.
6. Gossip is the public school's worst enemy; watch your step.
7. The *sensible* teacher never, under any circumstances, criticizes another teacher to the public.
8. The only excuse you have for existing in the community is for the good you can do the boys and girls. Schools are not operated to provide jobs for teachers.
9. Every move you make either adds to or subtracts from public confidence in the public school system.
10. The parents see you through the eyes of the children.

—Geary County (Kansas)

School Bulletin
Jane E. Roether,
Superintendent.

State Ranks 38th in Median Expenditure Level

North Carolina ranks 38th among the 48 states in the median expenditure level per classroom unit for public education, according to a recent study made by the U. S. Office of Education for the school year 1949-50.

Median expenditure level for continental United States, the study shows, was \$4,391. States ranged from a high of \$7,627 for New York to a low of \$1,451 for Mississippi in this respect, a ratio of more than 5 to 1. The similar ratio for 10 years earlier, 1939-40 was 9 to 1.

North Carolina's median expenditure level per classroom unit was \$3,256, next to the highest among the twelve lowest states. Except for North Dakota and Maine, the lowest 12 states were grouped in the Southeast.

Board Approves Building Projects

Nine school building projects to cost \$762,777.14 were approved by the State Board of Education at its April 1 meeting. State funds totaling \$566,702.19 from the State School Plant Construction and Improvement Fund of 1953 were ear-marked for the nine projects. Local funds, amounting to \$196,074.95, will be used for the remaining cost.

The April 1 approvals bring the total monies allotted from the 1953 State Building Fund to \$664,737.51, \$446,231.11 for projects for white pupils and \$218,506.40 for Negro schools.

Projects approved were: Hildebrand and George Hildebrand in Burke County \$35,290.50 and \$36,280.65, respectively; Goldston, Chatham County, \$97,649.05; Douglas, Cleveland County, \$33,482.45; R. B. Glenn, Forsyth County, \$223,096.65; Harmony, Iredell County, \$19,911.15; Dunbar, Morrisville, \$42,374.90; J. H. Hayswood, Lumberton, \$45,000.00; and Covington St., Laurinburg, \$33,616.84.

Totals approved to date from the 1949 Fund are as follows:

White	\$27,626,400.96
Negro	20,788,824.30
Indian	399,725.08
Total	\$48,814,950.34

State Ranks Low in Volumes in Public Libraries

North Carolina ranks 46th among the States in number of volumes per capita in public libraries, according to data for the end of 1950.

This State, according to Bulletin 1953, No. 9, issued by the U. S. Office of Education, has a total of 2,006,478 volumes in 108 public libraries reporting. A public library, as defined in this bulletin, is a "library which provides free library service of a general nature to the people of its community." Public school libraries are not included unless they are open to the adult public and render service beyond that connected with the curriculum of the school.

North Carolina, the bulletin shows, has a .52 volume per capita, whereas the national average is 2.67. The two states having a lower per capita of library volumes than North Carolina were: Alabama with .51 and Tennessee with .39 volumes per capita. Highest number of volumes of library books per capita is found in Vermont, which has 4.34 volumes per capita.

The Attorney General Rules . . .

Authority of City School Board to Create an Obligation for the Purchase of Property to be Used As a Schoolhouse Site

In reply to inquiry: In your letter of March 8th you quote from a letter received from Mr. _____, Superintendent of the _____ City Schools, as follows:

"I have contacted the owners of the twenty-acre site we plan to purchase for a new elementary school. The site will cost approximately \$50,000 to \$55,000. We have on hand about \$30,000 which has been budgeted for the purchase of sites. This leaves a balance of \$20,000 to \$25,000 that must be raised from another source. In view of the fact that no more local funds can be expected before early fall and since the State Board of Education will not permit the use of State Funds for the purchase of sites, I would like to inquire if there is legal authority for purchasing this property on the following terms: that we pay to the owners \$30,000 or less, according to the amount the owners will accept, and that the balance of \$20,000 or more be paid in five annual installments of \$4000 or \$5000 each. These funds can be made available from local tax receipts for capital outlay.

"It occurs to me that in a sense this will be incurring a debt. I would like to know if there is authority for the School Board to incur such a debt as explained above. For your information the owners would prefer our payment for the property on the basis of five to ten annual installments for reasons that will be apparent."

You then request the opinion of this office as to the question propounded by Superintendent _____.

G. S. 115-45 provides that every county board of education shall be a body corporate with power to hold title to all school property belonging to the county and shall be capable of purchasing and holding real and personal property, of building and repairing schoolhouses, of selling and transferring the same for school purposes. G. S. 115-8 provides that the general administration and supervision of city administrative units shall be under the con-

trol of boards of trustees or school commissioners. G. S. 115-352 provides that the title to school property in city administrative units shall be taken and held in the name of the trustees. In some instances, by local statute, city school boards are corporations.

G. S. 115-85 authorizes the trustees of any city administrative unit to take by gift, purchase or condemnation, title to sites for schoolhouses. G. S. 115-86 authorizes county and city boards of education to sell schoolhouse sites or other school property when in the opinion of the board such property has become unnecessary for public school purposes. G. S. 115-88 provides that no county or city school board shall make a contract for the erection or repair of any school building unless the site on which it is located is owned by said board and the deed for the same is properly registered and deposited with the Clerk of the Court. While this statute does not state specifically that the board must hold title in fee simple, it seems to me that such is clearly implied.

In the case of VAUGHN v. COMMISSIONERS, 118 N. C. 636, our Supreme Court held that a board of county commissioners had no authority to mortgage property on which it was building a county courthouse, the opinion of the court being based upon the principle that the authority vested by law in a board of commissioners to convey county property does not impliedly grant the right to mortgage such property. While G. S. 115-86 expressly authorizes boards of education to convey outright property no longer necessary for school purposes by a compliance with the terms of that statute, I find no statute authorizing either a city or a county board of education to execute a mortgage upon real property to secure the payment of a balance of the purchase price.

Answering Mr. _____'s question directly, I am of the opinion that there is no statute authorizing the board of trustees of a city administrative unit to purchase real property and execute a purchase money mortgage to secure the payment of a part of the purchase price. In the absence of such a statute, I am of the opinion that neither a county nor a city school board has such authority.—Attorney General, March 9, 1954.

Term for Which Chairman of City School Board in _____ is Elected

In reply to inquiry: I have your letter of January 22nd in which you quote from a letter from Superintendent _____ of the _____ City Schools as follows:

"Our School Board is thinking about employing a system of rotating chairmanship so that a chairman would hold office only one year before being succeeded by another member who would serve as chairman for a like term. Do you know of any school Boards that have a rotating chairmanship? Do you know of any objections that there would be to this system?"

"I find that _____ has had only four chairmen since April 1914 and only two during the last thirty years."

G. S. 115-44 provides that a county board of education shall organize by electing one of its members as chairman for a period of one year or until his successor is elected and qualified. This section further provides that the county superintendent shall be ex-officio secretary to the county board. G. S. 115-352 provides that city administrative units shall be dealt with by the State school authorities in all matters of school administration in the same way as are county administrative units. This section further provides that in city administrative units the trustees of the special charter districts included in such units at the time of their creation, and their duly elected successors, shall be retained as the governing bodies of such units; that such trustees shall be appointed as provided by law at the time of the passage of the statute in 1939; and if no provision is made by law for the filling of vacancies in the membership of such boards, such vacancies shall be filled by the governing body of the city or town embraced by such administrative unit. G. S. 115-353 provides that in city administrative units the superintendent of schools shall be elected by the board of trustees to serve for a period of two years and is ex-officio secretary to the board of trustees.

Chapter 132, Private Laws of 1903 creates the _____ Graded School District to include the Town of _____

(Continued on page 16)

LOOKING BACK

10 Years Ago

(N. C. Public School Bulletin, May, 1944)

Edgar Dale, editor of THE NEWS LETTER, published by the Bureau of Educational Research, Ohio State University, said:

"The next ten years are going to be very uncomfortable ones. The disasters that are ahead of us are no smaller than those behind us, and here are some of these disasters which we must avoid in the future:

"(1) The disaster of assuming the superiority of the white race. . .

"(2) The disaster of thinking in terms of economic scarcity instead of abundance. . .

"(3) The disaster of failing to safeguard our material resources. . .

"(4) The disaster of passivity. Our great war production has given us an illusory sense of unlimited and comparatively effortless progress. . .

"(5) The disaster of ignorance. . . The average adult has seventh-grade reading ability.

"(6) The disaster of loneliness. . .

"Today the world is on the march. But the world can get tired and sit down, too, And the world can go down the wrong road. The schools, organized as an integral part of community life, can play a big part in routing impending disaster. But will they?"

15 Years Ago

(N. C. Public School Bulletin, May, 1939)

In the following units changes have been made in the office of superintendent:

Morganton—Wm. S. Hamilton replaces W. F. Starnes

Cabarrus—C. A. Furr replaces S. G. Hawfield

Cherokee—Lloyd Hendrix replaces A. L. Martin

Jackson—A. C. Moses replaces M. B. Madison

Macon—Curtis Price replaces M. D. Billings

Madison—G. B. Rhodes replaces D. M. Robinson

Mitchell—Jason B. Deyton replaces R. B. Phillips

Northampton—N. L. Turner replaces P. J. Long

Pamlico—Dallas Mallison replaces T. G. Leary

Tyrrell—W. T. Crutchfield replaces R. H. Bachman

THE ATTORNEY GENERAL RULES

(Continued from page 15)

and one-half mile of territory beyond the city limits in every direction. Section 10 of this Act provides for a board of trustees of seven members appointed by the Legislature with staggered terms of six years each, their successors to be appointed by joint action of the governing body of the Town of _____ and the members of the school board whose terms have not expired. This Act provides that the board shall organize by electing from its members a chairman and secretary-treasurer. *The term of the chairman is not specified.*

Section 2 of Chapter 321 Private Laws of 1913 re-writes Section 10 of the 1903 Act and provides for a board of trustees of seven members elected by the people on the first Monday in May 1913 for staggered terms of one, two and three years, their successors to be elected by the people for terms of three years. This means that there must be an annual election because the terms of some of the members expire each year. This Act provides that vacancies are to be filled by the remaining members. The Act of 1913 repealed Section 10 of the Act of 1903, yet it contains no provisions for the election of a chairman.

So far as I have been able to discover, the local Act of 1913 still governs selection of members of the Board of Trustees for the _____ Administrative Unit.

Construing together all the various statutory provisions referred to above, it would seem that the Board of Trustees of _____ City Schools has the right to designate one of its members to act as chairman; and since the terms of some of the members expire each year, it would seem that the term of the chairman should be one year. Perhaps in the past the term has been for two years since the superintendent is elected for a term of two years. However, as stated, I see no reason why the board may not in the future fix the term of office of its chairman at one year. This would seem to be the better practice since the terms of some of the members expire each year. *Attorney General*, January 26, 1954.

Union—E. H. Broome replaces E. D. Johnson

Wilson (city)—S. G. Chappel replaces K. R. Curtis

Yadkin—Fred Hobson replaces J. T. Reece

MAKING TODAY'S NEWS

Statesville. One of the largest assemblies of education personnel filled the Mac Gray auditorium yesterday afternoon to hear Nathan A. Yelton speak on retirement. —Statesville RECORD, March 4.

Goldsboro. The Goldsboro Graded School Board voted Monday night to prohibit competitive drives among students for funds for outside drives. —Raleigh NEWS AND OBSERVER, March 4.

Cabarrus. "Education is no panacea for the ills and ailments of mankind, but it does have a power which can help to improve the lives of people," Dr. Charles F. Carroll, State Superintendent of Public Instruction, told Cabarrus County teachers and guests last night. —Concord TRIBUNE, March 11.

Lee. Twenty-four pupils of Lee County high school will begin practical experience within the next few days on their driver training course, Principal W. B. Wicker said today. —Sanford HERALD, March 8.

Onslow. First of five high school agricultural buildings being constructed in Onslow County at an estimated cost of \$30,000 each has been completed at Jacksonville while contracts have been let for similar structures at White Oak, Dixon, Swansboro and Georgetown. —Wilmington STAR, March 24.

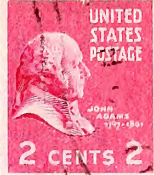
Raleigh. The Raleigh elementary school libraries and the Raleigh unit of Association for Childhood Education International will sponsor a Book Fair at two school libraries later this month. —Raleigh TIMES, March 19.

Forsyth. Low bids for the remodeling and expansion of the Kernersville School Cafeteria, totaling \$46,000, were opened by county school officials Tuesday this week. —Kernersville NEWS, March 25.

State. North Carolina's big school bus fleet soon will get 650 new units—all with steel bodies and forward-facing seats. —Asheville CITIZEN, March 31.

State. Slightly more than a third of North Carolina's high school teachers teach in units which pay a supplement to all teachers. —Greensboro NEWS, April 1.

MISS MARJORIE BEAL
RALEIGH, N. C.
N. C. LIBRARY COMMISSION



September, 1954

RALEIGH, NORTH CAROLINA

Vol. XIX, No. 1

North Carolina Public Schools Improve During 20-Year Period

Still Have Long Way to Go

North Carolina's public school system has come a long way on the road to recovery from the low point reached during the depression twenty years ago, Charles F. Carroll, State Superintendent of Public Instruction, points out.

A tremendous improvement has taken place in the status of public education, it is shown by a comparison of the periods 1933-34, the depth of the depression, and that estimated for 1953-54, the year just closed.

Take expenditures, which do not tell the whole story but which do indicate something of the financial aspect of the situation at these two different periods in our educational history. The records show that expenditures for operation only are now more than eight times the amount twenty years ago. The State puts up four-fifths of this expenditure, whereas the Federal government and the local units provide the other fifth of this operating cost.

Value of public school property, representing the investment in buildings and other permanent equipment, has increased during this twenty year period from slightly more than \$100 million to around \$450 million today. Evidence of this property value increase is seen in the many fine buildings that dot our landscape. The provision of adequate physical facilities for educational purposes has not been completed, but rapid headway is being made toward that end.

There are nearly 10,000 more instructional personnel—teachers, principals and supervisors—employed today than was the case during the depression year of 1933-34. And the teachers employed today receive an average annual salary nearly six times greater than was the case then.

The average school term has increased from 159.3 days to 180 days,

guaranteed by the State, for every boy and girl.

There are approximately 65,000 more children enrolled in the public schools today than twenty years ago. This increase and the fact that attendance is much better today indicates the larger task in terms of the job to be done. The larger enrollment in the high school of over 50,000 also affects the instructional program. There were 15,000 more graduates from the twelve-year program this year than from the eleven year program of 1933-34. And there are 5 million volumes in the school libraries of today as compared with only a million and a half in 1933-34.

There are over 3,000 more school busses today than there were twenty years ago. These busses are hauling 200,000 children more than were hauled twenty years ago.

There are many other aspects of today's public schools which statistics do not show but which may be pointed out in contrast to the 1933-34 situation. Some of these are the following:

1. A State retirement system was inaugurated in 1941. This system covers all State employees including public school personnel.
2. The twelve-year program of instruction has replaced the eleven grade system.
3. The nine months school term has been State-wide since 1943-44.
4. A school lunch program was inaugurated in 1943-44 with participation now of over 1500 schools.
5. Free textbooks to all children in grades 1-7 were provided in 1937-38 and extended to grade 8 in 1945-46. A rental plan for furnishing textbooks to high school students has been in effect since 1937-38.
6. Provision for special education for physically handicapped children was made in 1947.
7. Supervisors of instruction have been allotted by the State Board of Education since 1949.

8. A public school insurance fund was established in 1949 also.

9. An appropriation of \$550,000 has been made annually since 1949 for a school health program.

10. And finally, the State has contributed \$25 million for a school building program, and the people have voted State-wide bonds for school buildings totaling \$75 million. To these funds have been added by local bond issues during this 20-year period around \$250 million.

These are simply a few of the highlights, mentioned briefly, of public education in North Carolina of today as compared with that of twenty years ago. Surely, no one can say that the State has not made progress as evidenced by the recitation of these facts. There is, however, another side to the picture. A study has been made recently by the National Education Association concerning public education in the states. This study included a comparison of 23 educational and related items for the latest year they were available. On the basis of these particular items, it is found that North Carolina ranks below the average of the country as a whole and thus below a majority of the states in public education.

On items indicating ability the State ranks low among the states. On items indicating effort, this State's rank is high, but on items indicating some measure of the effects and results of efforts, this State is below most other states but not at the bottom of the list on any item.

North Carolina, as will be observed, makes its highest score, 7.0 per cent, and thus is at sixth place among the states, in the per cent of elementary school teachers employed in 1953-54 with less than four years of college preparation. Arizona ranks first in this respect with a percentage of 2.5 per cent, whereas South Dakota with 99.0 per cent of its elementary teachers in this category is forty-eighth, or last.

North Carolina's lowest score is the 28.7 average number of pupils per teacher which puts this State in forty-

(Continued on page 4)

Superintendent Carroll Says . . .

For school personnel September, rather than January, is the month of resolutions. The beginning of a new school year is always marked by renewed hope and recast objectives. Children with new haircuts and new shoes, refreshed with a summer of rich varied experiences, suggest a new challenge. New ideas in teaching, new projects for in-service growth, and new courses in the curriculum are being initiated this month. Altogether the circumstances are indicative of another good year in school. As we contemplate these new opportunities, it is my sincere wish that September's enthusiasm will characterize the entire nine months for the more than a million students and teachers in North Carolina schools.

As the year unfolds, we shall quite naturally be solicitous about the results of our planning. We shall want to be sure that our school schedules and classroom organization facilitate maximum learning possibilities. We shall want to make certain that our school policies and practices are defensible in terms of wholesome living, good teaching, and sound educational objectives. To be otherwise would be unrealistic in a year when every hour of instruction and every dollar of public support must, if possible, be even more wisely expended than ever before. Increasing enrollments are crowding our facilities, thinning our supply of teachers, and testing the economic resources of our State. It seems appropriate then that each of us, in our own area of teaching and administrative responsibility, continuously measure our school operations against a yardstick of efficiency.

In determining the validity of our operations we shall want to be guided by clearly defined concepts about the needs of youth and the functions of a school. These concepts should first be resolved in terms of educational philosophy; but equally important, they should be applied in terms of school practices. Inconsistencies between belief and practice make us vulnerable to criticisms and untenable in our profession.

In beginning our appraisal, such questions as these may be pertinent:

1. Do we know and are we using the results of pupil intelligence and achievement tests in classifying and adjusting our pupils to their potential "work-load"?
2. Is our school curriculum in keeping with the size of our school and is it meeting both the basic and current needs of youth?
3. Are our teachers together in their practices with regard to grading and promoting pupils, assigning home work, and other instructional procedures?
4. Are we counselling with youth about their immediate problems and future plans?
5. Are we permitting superior students to graduate with the minimum requirement of sixteen units?
6. Are our graduates continuing their education?
Are they being encouraged and inspired to consider teaching as a career?
Are efforts made to recover last year's "drop-outs"?
7. Are we maintaining a proper balance between athletics and classroom instruction?
8. Are there any money-making and money-raising "side-shows" in our school distracting our instructional program?
9. Are we giving our school bus drivers the guidance and consideration which they and their passengers merit?
10. Is our school plant, including grounds, clean, attractive, and conducive to good health instruction and health practices. Is it being used proportionate to its potentialities and is it being maintained in a manner becoming public property?
11. Do our parents and patrons understand what our school is trying to do?

Many schools have carefully considered their programs and have aligned their practices with their convictions. The process of such an evaluation is stimulating and invariably productive in creating situations where learning can thrive. Good schools don't just happen—they are designed. Again this year, no activity could be more commendable than that which directs our mind and energy toward designing better schools.

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Ye Editor Comments...

Volume XIX

This is the first number of Volume XIX of this publication.

We initiated this BULLETIN, originally mimeographed, as a median for furnishing information about public education to the superintendents, principals and newspapers of the State. Our mailing list has now grown to more than 4,000. After three years we began producing this publication in printed form. In the beginning years changes were made in size and format, but now the BULLETIN has taken on a permanent form and character.

From the outset we have tried to give its readers brief articles, with extraneous material eliminated as much as possible. We have made an effort also to give the "story" in an action headline, with the view that the reader could save time simply by reading fully only those articles that caught his interest.

We hope that we have succeeded in our efforts to keep you informed. We invite you not only to read what is contained herein, but also to participate in its production by sending to us any articles of interest which you think might be included in a publication of this kind.

Twenty Years' Growth

There is one article in this number of the BULLETIN that every North Carolinian should read. We refer to the one entitled "North Carolina Public Schools Improve During 20-Year Period."

This article shows the growth in public education by statistical treatment from 1933-34, the depth of the depression years, to the present. This is truly a remarkable record. No one should have to apologize for this showing, especially if he takes time to translate these statistical figures into the realities which they represent in new buildings and other physical facilities, into work provided for thousands of school employees, into educated boys and girls, and into better educational opportunities for those enrolled in public school today and tomorrow. The contrast hardly needs pointing out.

On the other hand, a second part of the article compares public education in North Carolina with that in other states on the basis of 23 educational items. North Carolina makes a favorable showing in this comparison in the case of two or three items. We make a good showing on effort, but our ability is poor. We rank high in the training of our elementary teachers, but we handicap these same teachers by giving them one of the highest teacher loads. Our boys and girls attend school pretty good, yet our per cent of rejections for failing the Armed Forces Qualification Test was high and the per cent of population 25 years of age and older with four or more years of college was low.

Ranks below 40 are more common than those above 40, which leads us to point out the possibilities as well as the need for continued growth in public education.

Moral Environment

School environment is essentially a moral environment, more nearly so than in the community life outside the school.

In the first place, the teachers themselves as a group and with few exceptions are moral citizens. The law by implication sets a moral standard for teachers when it provides for the dismissal of a teacher "for immoral or disreputable conduct in the community or for failure to comply with the provisions of the contract." The teacher, in turn, or the principal, has the legal "authority to suspend any pupil who willfully and persistently violates the rules of the school or who may be guilty of immoral or disreputable conduct, or who may be a menace to the school." Here are the standards, therefore, as governed by the community through the selection of the teachers and through the rules of the school as enforced by the teachers and principal.

There is another standard close to the first, which helps provide the school with a moral environment. That is in the process of instruction, both in the classroom and outside. And here, too, the personality of the teacher is foremost—her attitudes, her actions, habits, her character. Second, moral concepts are interspersed with all instruction—cooperation, courtesy, honesty, fair play and sportsmanship, kindness, temperance, tolerance, and faith—these are only a few of the character traits which the instructional process provides as a part of the school's moral environment. The development of desirable attitudes is a cardinal principle in all instruction.

Public education continues to build character based on moral and ethical concepts, despite the fact that its critics decry they do not provide "religious" instruction and are therefore Godless.

Positive Evidences

The center spread for this number contains statistical information concerning the first grade from 1931-32 to 1952-53 for white and Negro pupils. In addition to the enrollment for these years, there are presented in parallel columns, the number of births (six years before), the membership, number and per cent of drop-outs, number and per cent of promotions and non-promotions, average daily membership, average daily absences, and per cent daily absent. There is also given the enrollment for the second grade for the following year, and the per cent that this enrollment is of the first grade enrollment of the preceding year.

These are many figures, but they are very interesting when they are looked at (reading downward by columns) and in relation to other columns. Trends may be observed and conclusions arrived at on the basis of these trends. It appears, for example that the whole situation surrounding this grade is becoming better—fewer drop-outs, more promotions, fewer absences, and a greater percentage in the second grade. These are all positive evidences of improvement.

Lambeth Becomes Orphanage Head

M. T. Lambeth, Superintendent of Statesville City Schools since 1947, resigned July 1 to become superintendent of Children's Home of Winston-Salem. He succeeds O. V. Woolsey, who retired because of ill health.

Before going to Statesville, Mr. Lambeth was county superintendent of Beaufort County for three years, and previous to that he had served for two years as superintendent of the Thomasville schools. He also taught in Greensboro and served as principal of schools in Clayton and High Point.

Lambeth, native of Guilford County, is a graduate of the University of North Carolina and Columbia University, from which latter institution he received his master of arts degree.

Public Schools Improve

(Continued from page 1)

sixth place. The U. S. average is 24.1 pupils per teacher. The range in this item is from 14.6 in North Dakota to 30.6 in Alabama.

On effort, which is measured by the per cent that total school expenditures from State and local sources is of average income payments, North Carolina occupies seventh place with a score of 3.02 per cent. Average for the Nation on this item is 2.27 per cent, whereas the range among the states is from 3.70 per cent in New Mexico to 1.75 per cent in Rhode Island.

Ranks 44 and 45 are more common for North Carolina on these 23 items. This State ranks forty-fourth in the number of school-age children per 1,000 wage-earning adults, in income payments per child of school age, and in income payments per pupil in average daily attendance. In income payments per capita, in per cent of school age children in school, in per capita retail sales, North Carolina ranks forty-fifth among the states.

Another item on which North Carolina ranks relatively high is the average number of days attended per pupil enrolled. According to the study this State ranks fourteenth in this respect with a score of 161.4 days. Average for the Nation is 156.8 days, and the range is from 176.3 days in Nevada to 140.2 days in New Mexico.

On all other items North Carolina ranks twenty-second or lower, mostly below thirty-fifth.

Public Education in North Carolina

A. Twenty Years Growth

Items	1933-34	*1953-54
1. Expenditures for current operation	\$18,296,364	\$150,000,000
From Federal funds	** 670,854	10,000,000
From State funds	15,606,651	120,000,000
From local funds	2,018,859	20,000,000
2. Value of school property	\$107,080,903	\$450,000,000
3. Number of teachers, principals, supervisors	23,346	32,903
Average annual salary teachers	\$ 560	\$ 3,200
4. Average school term in days	159.3	180.0
5. Total school enrollment	895,525	950,000
6. Per cent in attendance	84.5	89.4
7. Number public high schools	903	925
8. Enrollment in high schools	149,006	206,000
9. High school graduates	21,383	36,000
10. Volumes in school libraries	1,564,928	5,000,000
11. Number school busses	4,082	7,211
12. Number pupils transported	236,170	450,000

* Estimated for this year.

** Includes \$500,000 Emergency Relief Funds.

B. How North Carolina Ranks in Education

Item	N.C. Rank	U.S. Average	Highest State	Lowest State
1. Median School Years Completed by Persons 25 Years of Age and Older, 1950	7.9 yrs. 45	9.3 yrs. Utah	12.0 yrs. S. C.	7.6 yrs.
2. Per Cent of the Population 25 Years of Age and Older with Less Than Five Years of Schooling, 1950	21.1% 43	11.0% Iowa	3.9% La.	28.7%
3. Per cent of the Population 25 Years of Age and Older with Four or More Years of College, 1950	5.0% 37	6.0% Cal.	8.1% Ark.	3.1%
4. Per Cent of Rejections for Failing Armed Forces Qualification Test, July, 1950 - June, 1951	34.6% 42	16.4% Minn.	1.3% S. C.	56.0%
5. Average Salaries of Classroom Teachers, 1953-54	\$3,175 33	\$3,605 Cal.	\$4,800 Miss.	\$1,741
6. Per Cent of Elementary School Teachers with Less Than Four Years of College Preparation, 1953-54	7.0% 6	31.8% Ariz.	2.5% S. D.	99.0%
7. Average Number of Pupils per Teacher, 1950-51	28.7 46	24.1 N. D.	14.6 Ala.	30.6
8. School Age Children per 1,000 Wage-Earning Adults, 1950	570 44	403 N. Y.	305 S. C.	642
9. Income Payments per Capita, 1952	\$1,049 45	\$1,639 Del.	\$2,260 Miss.	\$818
10. Income Payments Per Child of School Age, 1952	\$4,051 44	\$7,712 N. Y.	\$11,294 Miss.	\$3,008
11. Income Payments per Pupil Average Daily Attendance, 1950-51	\$5,257 44	\$10,662 N. Y.	\$17,340 Miss.	\$3,539
12. Per Capita Debt of State Governments, 1952	\$66.35 35	\$46.14 Neb.	\$.61 Del.	\$282.56
13. Per Capita General State Revenue from Taxes, 1952	\$67.35 22	\$64.61 Wash.	\$102.72 N. J.	\$35.83
14. Average Current Expenditure per Capita from State and Local Sources, 1950-51	\$29 36	\$33 Wyo.	\$47 Miss.	\$19
15. Average Current Expenditure per Pupil in ADA for Public Education from State and Local Sources, 1950-51	\$143 41	\$217 N. Y.	\$324 Miss.	\$85
16. Per Cent Which Total Current School Expenditures from State and Local Sources was of Average Income Payments, 1950-51	3.02% 7	2.27% N. M.	3.70% R. I.	1.75%
17. Median Expenditures for Classroom, 1949-50	\$3,256 38	\$4,391 N. Y.	\$7,627 Miss.	\$1,451
18. Average Number of Days Attended per Pupil Enrolled, 1950-51	161.4 14	156.8 Nev.	176.3 N. M.	140.2
19. Per Cent of School Age Children in School, 1950-51	79.1 45	82.7 Cal.	86.1 Ky.	75.6
20. Average Value of Public School Property per Pupil Enrolled, 1949-50	\$261 41	\$454 N. Y.	\$790 Miss.	\$137
21. Per Cent of Total Capital Needs Which the States Cannot Finance for Themselves, 1953 (39 states)—(Idaho, Mass., Mo., N. J., N. Y., S. C., Utah, Va., and Wyo. not included)	45.49% 26	Conn. 9.22%	Ala. 97.64%	
22. Per Capita Retail Sales, 1952	\$717 45	\$1,050 Del.	\$1,413 Miss.	\$586
23. Per Cent of Persons Voting Age Voting in the Presidential Election, 1952	52.1% 38	65.3% Utah	79.6 Miss.	24.3%

Carroll Announces Additions to Staff

Three persons have been added to the staff of the Department of Public Instruction, it is announced by State Superintendent Charles F. Carroll.

Carlton T. Fleetwood came with the Department as of June 14 as Educational Supervisor of Safety Education. He is assisting John C. Noe in the Program of Driver Training and Safety Education in the public schools in the Division of Elementary and Secondary Education.

Dr. Vester M. Mulholland and Ruth Jewell reported for duty on August 23. Dr. Mulholland heads the new Division of Research and Statistics for which funds were provided by the General Assembly of 1953. Miss Jewel is the last of the six State Music Consultants for which employment was also provided by the 1953 General Assembly.

Mr. Fleetwood, native of Robeson County, is a graduate of East Carolina College, from which institution he received the B. S. degree in 1950. He received his Masters degree from that institution in 1953. He has had additional work at the Naval Aviation Radio School, Jacksonville, Florida. He took the required work for a Certificate in Driver Education, which he received from ECC in 1952. He taught in the public schools of Robeson County from 1950 to 1953 and was principal of the Saint Pauls City Schools in 1953-54.

Dr. Mulholland, Durham native, received his A. B. and M. A. degrees from Duke University. He completed the requirements for his doctor's degree in 1946 in teacher education at the University of North Carolina. Following graduation from Duke, Dr. Mulholland taught in the Lee Edwards High School in Asheville, and later served as a critic teacher and principal in the Greenville High School. Since 1946 Dr. Mulholland has been principal of the Matthew Whaley Elementary and High School in Williamsburg, Virginia, and professor of education in the College of William and Mary for six years. In 1952-53 he was a member of the first education mission to Korea, and last year he served as chairman of a seven-man education commission to Korea.

Miss Jewell, Tennessee native, is a graduate of Western Kentucky State Teachers College, at which institution she received her A. B. degree in 1938. She obtained her Master's degree from

the University of Kentucky in 1944. She taught music in the Oak Ridge, Tennessee, Schools for ten years (1944-1954), and during the summer months served as Supervisor of Special Activities for the Roane-Anderson Co. and Management Service, Inc. of Oak Ridge, Tennessee.

German Assistantships Open To Americans

Opportunities to teach English in the secondary schools of the Federal Republic of Germany are open to American graduate students or teachers under the Educational Exchange Program conducted by the Department of State, it was announced recently by Kenneth Holland, President of the Institute of International Education, 1 East 67th Street, New York City.

Under the German assistantship program American students will serve as assistants to teachers of English and will be assigned to institutions in German cities. Successful candidates will have an opportunity to gain teaching experience and at the same time to undertake courses of study or research at German universities.

Awards are for the 1955-56 academic year. The closing date for application is November 1, 1954.

Basic requirements for the assistantship awards are:

1. United States citizenship;
2. A bachelor's degree, or its equivalent, by the time the award is taken up;
3. Working knowledge of the German language; and
4. Good health.

Assistants selected for this project usually will not teach regular classes, but will conduct conversational exercises and sponsor English clubs and workshops on American history and literature.

Successful candidates for the assistantship positions will be awarded Fulbright grants, payable in German Deutschmarks, which cover travel, tuition, maintenance, books, and incidentals for a full academic year.

Graduate students who are now enrolled in academic institutions should apply to the Fulbright Program Adviser on campus. Other candidates should apply to the Institute of International Education, 1 East 67th Street, New York City.

Good News for Retired Teachers

The 83rd Congress, recently adjourned, enacted one law, which will be good news to retired teachers.

A law was enacted which gives a tax exemption of \$1,200 to all those retired under public pension systems. The exemption is effective for this year; that is, it may be claimed when the 1954 Federal tax return is made next spring (April 15).

Benefits retired teachers will save under this new income tax law are as follows:

1. Teachers under 65 whose income is \$1,000 a year will pay nothing. They paid \$60 tax last year. (Those over 65, of course, pay nothing.)
2. Teachers under 65 whose income is \$1,600 will pay no tax. They paid \$168 last year. Those over 65 paid \$48 last year, and will pay nothing next year.
3. Teachers under 65 whose retirement income is \$2,000 will pay \$36. They paid \$276 last year. Those over 65, who paid \$156 last year, will pay nothing under the new law.
4. Teachers under 65 whose retirement income is \$2,800 will pay \$144 under the new law as against \$483 which they had to pay last year. Those over 65 will now pay \$24 as compared to the \$264 paid last year.

Student Drivers Have Good Safety Record

The 6,200 student bus drivers, 800 of the number being girls, have a very fine safety record, according to C. C. Brown, Director of Transportation, State Board of Education. The 800 adult drivers, a total of 7,000, also have a good record, Mr. Brown stated.

Last year, 1953-54, the State's school busses travelled 44 million miles in transporting more than 430,000 children to and from school each day. "Our bus drivers," Mr. Brown stated, "average 100,000 miles per accident, even when a dented fender is reported as an accident."

"North Carolina's accident record," Mr. Brown continued, "compares very favorably with other states' where the great majority of the drivers are adults. Another measure of our success is the fact that so many states have studied our system and now employ at least some student drivers."

State's School Administrators Hold Conference At Mars Hill College

The annual superintendents' conference, sponsored by the State Department of Public Instruction, was held August 10-13 at Mars Hill College.

Two addresses featured this year's conference: the first at Wednesday morning's session by Dean John T. Fey of the George Washington University Law School on "Segregation in the Schools," and the second at the Thursday morning session by O. H. Roberts, Jr., of Evansville, Indiana, President of the Indiana School Board Association. The remaining part of the program was devoted to panel discussions, with superintendents and staff members participating.

On the lighter side the Conference listened to a concert by the Transylvania Music Camp of Brevard on the opening session Tuesday evening. On Wednesday evening Dr. and Mrs. Max Raines of Appalachian State Teachers College gave a piano and xylophone concert. At the banquet on Thursday evening David H. Witherspoon, tenor from the Grass Roots Opera Company, gave several solo selections, and an address "When Fond Recollections" was presented by Horace I. Seeley of the Carolina Power and Light Company of Raleigh.

At the Friday morning session, Dr. Charles F. Carroll, State Superintendent of Public Instruction, gave a summary of the Conference, closing with a brief talk in which he called attention to various administrative problems. Following the intermission, the superintendents held a business meeting.

Louisiana Warns About Releasing Pupils

Teachers, principals and other school administrators are called upon to be most cautious in releasing children from school in a resolution passed recently by the Louisiana School Boards Association.

The resolution was passed following a highly publicized tragedy which occurred in another state when a child was released by a teacher to an unauthorized person. The Louisiana Association felt that a child should be excused "only after every excuse for release is thoroughly checked for validity."

Safety Data Sheets Bound for School Use

Safety Education Data Sheets prepared and distributed by the National Safety Council to the schools at \$2.90 for the set of 60, have been bound and are now available for library use from the Division of Textbooks of the State Board of Education at \$3.38 a copy, according to John C. Noe, Adviser in Safety Education.

Since it was very difficult to keep up with the separate data sheets, Mr. Noe states that now they can be placed in the school libraries and thereby be more accessible and usable by teachers of safety education. "It is our hope," he stated, "that many more materials can be made available in more usable form in the near future."

President Approves 3 Educational Acts

Three educational bills, passed by Congress this past summer, were signed by President Eisenhower and thus became laws. The three were:

1. An act creating a nine-member National Advisory Committee on Education to recommend action on educational matters of national concern.
2. An act setting up educational conferences in 48 states to be followed by a White House Conference on education before November 1, 1955.
3. An act authorizing the Office of Education to conduct cooperative research programs with colleges, universities, and State Departments of Education.

No action was taken by Congress on the request of 20 national organizations for emergency school construction legislation. More money, however, was voted for vocational education, a total of \$23,000,000 to the states, or \$5,000,000 more than for 1954. Congress also enacted into law an income tax exemption of \$1200 to all those retired under public pension systems. A provision was also made by which the Commodity Credit Corporation would pay charges necessary to deliver surplus foods for school lunches to the receiving agency. Heretofore, the Government paid transportation charges only to point of storage.

Buncombe Issues Handbook

A printed "Handbook for School Personnel" has been issued by the Buncombe County Board of Education for the current school year.

According to Superintendent T. C. Roberson "the last Handbook for Buncombe County was published in 1931." The current publication was prepared by a committee headed by Edward Warrick, one of the three consultants for the county schools. It is divided into four parts: I. Administrative Aids, II. General Information and Policies, III. Instructional Service, and IV. Facts, Figures, and Film Lists.

Sociologist Offers Criteria for "Super" Superintendents

Based on interviews with 105 superintendents, Dr. Neal Gross, Harvard sociologist directing school executive studies, offers the following criteria for the selection of a new superintendent:

1. He should have chronic low blood pressure.
2. He must possess an ulcer proof stomach.
3. He must be a man who can withstand petty gripes and slaps during the ten hour work day in his office; he must be able to tend to school and community business eight nights a week; he then must enjoy lying awake most of the night worrying about school problems; and then he must have the ability to jump out of bed in the morning refreshed and with a huge smile.
4. He must possess the hide of a rhinoceros.
5. He must be able to find solutions to insoluble problems and especially be able to make happy people who are placing exactly contrary demands on him.
6. He must be a man who can spend his life helping other people's children but who takes in stride the fact that he does not have more than an hour a week for his own.
7. He must be a man who has a wife who loves him so much that she does not care whether or not she ever sees him.
8. His skills must include *only* those of the business executive, the education philosopher, the accountant, the teacher of teachers, the architect, the dynamic public speaker, the human relations expert, and the maintenance engineer.

RALEIGH, N. C.
Editor Washington NewsOnly 5% H. S. Seniors
Interested in Teaching

Only five per cent of the 1954 seniors in North Carolina white high schools plan to teach, according to a survey made of the 15 Southeastern States by the National Beta Club.

According to this survey, only Louisiana with 5¼% of the seniors indicating plans to teach, exceeded the North Carolina percentage. West Virginia tied this State in this respect, whereas the remaining twelve states ranged from 2¼% in Arkansas to 4¼% in Kentucky, Missouri, Oklahoma, Texas and Virginia. Average for all 15 states was 4%.

Of the 1,345 North Carolina seniors of the 1954 Class who plan to teach 214 were boys and 1131 were girls, 16 and 84 per cent respectively. Of these 1,345 seniors, 693 were enrolled in schools with 50 seniors, 424 in schools with from 50 to 150 seniors, and 228 in schools with over 150 seniors, the percentage distribution in these categories being 51, 31 and 18 respectively.

Letter to Editor
Makes Good Suggestions

A few good suggestions to parents have been made in a letter to the editor of the *Wilmington News*.

On July 31, Mrs. T. M. Womble of Wrightsville Beach wrote a letter in which she pointed out the hard job that school boards have. "They, the school boards," Mrs. Womble states, "have to make decisions about new buildings and curriculum changes and textbooks. That means they've got to satisfy thousands of you parents."

Mrs. Womble goes on: "You parents do not have the authority to make important changes. But you do have a voice and if what you ask for is reasonable and the money can be raised to pay for it, the recommendations are usually carried out. When the county commissioners get together with members of the board of education, superintendents, and citizens' committees and work as a team, they will find that running the schools isn't so hard when enough people put their minds to it. Cooperation is what they need for better schools, for the town, and for you."

"All parents should join the P.T.A. this year and attend every meeting and discuss your problems of the local school, listen to reports from the school board members, teachers and principal."

An editorial in a recent issue of the *Washington News* says, apropos the recent recommendation for a merger of the Hamlet and Rockingham city units with the Richmond County unit by a State Department Committee, "We need to have more mergers."

But let the editor speak:

"A few years ago it became a popular fad in North Carolina to separate city and rural school units, creating two units where one existed before.

"In many cases the division came not because of any apparent need for such a separation but purely on a political basis. The city children seemed to feel that they would get a better deal if they attended school under their own administrative unit. And then in many cases there was some politician who had a commanding voice who thought separation would be better. Then in many cases some school man with political rather than an educational brain saw an opportunity to further his own political ambitions by such a move.

"As a result we have today in North Carolina far more administrative units in our school system than there is any need of having.

"More of our school units need to think in terms of mergers. We need to recognize the economy which mergers will give without affecting the quality of the educations being offered.

"We need to have more mergers. The children won't be affected, but the educational standards we have set for them will be maintained at a much cheaper rate to the taxpayers. And that is surely a formidable consideration.

"Then the county commissioners will have a far better understanding of the tax problems and the budgetary needs when they are coming from one unit instead of multiple units.

"We need to take politics out of our educational planning as much as it is possible to do. We need all the economy without a lowering of standards that we can get.

"If the answer in Richmond County, as proposed by the state, is merger, then that same answer could apply in many places where there are multiple units.

"Boiled down to its basic structure, the problem is simple. If we can operate cheaper with one unit without lowering the standards, then we should do so,

Favors School Unit Mergers

And there are many people in North Carolina who believe that such a course is wise, practical, and certainly more economical from the taxpayer's standpoint.

"If the proposed merger goes through in Richmond County, then other places will begin to take a little inventory of their situations. And from the practical standpoint, if one unit can operate cheaper than two or three without hurting the educational standards, then we owe it to ourselves to do so."

October 27
Theodore Roosevelt's
Birthday

Schools which plan to celebrate the birthday of Theodore Roosevelt, October 27, may obtain materials from the Women's Theodore Roosevelt Memorial Association, 28 E. 20th St., New York 3, N. Y.

Schools Get Reduced Rates
for Ice Capade Show

Public school personnel, students, and teachers will be offered special, reduced rates to the opening performance of "Ice Capades of 1955" in the William Neal Reynolds Coliseum at North Carolina State College, Raleigh, on Tuesday night, November 2, at 8:30 o'clock.

Announcement of the special arrangements to provide reduced rates for the schools was made by Coliseum Director W. Z. Betts, who said the move was being made in an effort to expand the Coliseum's educational attractions for the benefit of the teachers, students, and other schools personnel.

For the opening performance, Tuesday night, November 2, students and teachers may purchase \$1.50 tickets for \$1.00, \$2.00 tickets for \$1.50; \$2.50 tickets for \$1.75; and \$3.00 for \$2.00. Such reduced prices apply to any order in any quantity, and a complimentary ticket goes to the teacher whose order is for as many as 30 tickets. If orders are placed early, says Director Betts, choice seats may be obtained.

In addition to regular performances each evening, there will be two matinee shows, one on Friday, November 5, and one on Saturday, November 6. For the Friday matinee performance only school children will be admitted at half-price.

Increased Number of Births Making Impact Upon Public Schools; Better Attendance, Fewer Drop-outs, Greater Percentage of Promotions Change First Grade Situation

The increase in the number of births in North Carolina since 1945 is now making its impact upon the public schools.

Total live births, according to statistics from the State Board of Health, increased from an average of 85,821 during the 8-year period 1938-1945 to an average of 109,030 during the 8-year period 1946-1953. For the more recent 8-year period, the number of live births totaled 872,240, whereas during the next preceding 8-year period the figure was 686,569. And for the period 1930-1937 the number of live births for the State totaled 618,614. The increase from the 1930-1937 period to the 1938-1945 period was 67,955, whereas the increase from the 1938-1945 period to the 1946-1953 period was 185,671. An average of 23,209 more children were born, the figures show, during each year of the more recent period than were born during the 1938-1945 period. Only 8,494 more births, on an average, were annually recorded for each year of the 1938-1945 period than were recorded for the average year during the 1930-1937 period.

These facts have a direct bearing upon the public schools. Those children born during the early years of the most recent 8-year period are just now entering the first grade—those born in 1946 entered in 1951; those born in 1947 entered in 1952; and those born in 1948 entered in 1953. According to the course of events, those children born in 1949, a total of 107,970 will enter school in the fall of 1954.

The Table

In the accompanying table some statistical information is presented, mostly concerning first grade enrollment for white and Negro schools for 21 recent years. The number of births and second grade enrollments for comparative years are shown in parallel column at the beginning and end of the section of the "First Grade."

Due to a number of factors other than number of births which affect first grade enrollments, it is difficult to see the relationship that exists between these two columns of figures in the table. Two factors, not shown in the table, are the number of deaths that occurred prior to eligi-

bility for school entrance and the number enrolled in private schools. The number of deaths (approximately 2,275), plus those enrolled in private schools, would perhaps in the case of the white group approximately equalize the birth and first grade enrollment figures for the two most recent years. Non-promotions would also be an important factor, especially between 1926 and 1946, when first grade enrollment greatly exceeded the number of births.

In the case of the Negro group, "non-promotions," plus deaths (about 2,325) prior to school entrance age and enrollment in private schools are causal factors in the relationship of number of births and first grade enrollment.

Other significant facts besides those concerning births, revealed by the figures presented in the table, are the following:

1. First grade for the white group enrollment decreases nearly consistently from 1931-32 to 1947-48, when for three years increases took place. Then for the next two years, 1950-51 and 1951-52, there were further decreases, followed by another increase to 70,892 in 1952-53.

2. Negro first grade enrollment has followed a decreasing trend from 1932-33 when the figure was 92,712 to 36,553 in 1952-53.

3. Figures relating to membership (last day of school) follow the same general trends for both groups.

4. Number and percentage of drop-outs have been downward in the main, to an almost static situation within recent years.

5. Number and percentage of promotions and non-promotions have been generally upward and downward, respectively. Figures for more recent years indicate a better school situation in respect to this grade.

6. Relationship of average daily membership to average daily attendance as reflected by the number and percentage of average daily absences also shows an improving trend for both groups.

7. And finally, the relationship in number between the first grade enrollment and the second grade enrollment of the succeeding year is becoming closer. This relationship is shown in the last section of the table.

Year	Number of Students	Value of Assets	Value of Liabilities	Value of Equity	Value of Fixed Assets	Value of Current Assets	Value of Current Liabilities	Value of Current Equity	Value of Fixed Equity	Value of Total Equity	Value of Total Assets	Value of Total Liabilities	Value of Total Equity	Value of Total Assets	Value of Total Liabilities	Value of Total Equity	Value of Total Assets	Value of Total Liabilities	Value of Total Equity
1927	58,162	102,151	90,311	11,840	11.6	66,953	74.7	23,358	25.9	-----	-----	-----	-----	1932-33	75,807	72.3	-----	-----	-----
1928	56,225	95,484	83,795	11,689	12.2	62,761	74.9	21,034	25.1	-----	-----	-----	-----	1933-34	74,529	73.0	-----	-----	-----
1929	53,692	94,040	83,988	10,052	10.7	63,138	75.2	20,850	24.8	-----	-----	-----	-----	1934-35	71,898	75.3	-----	-----	-----
1930	53,982	93,024	83,437	9,587	10.3	61,696	73.9	21,741	26.1	-----	-----	-----	-----	1935-36	71,947	76.5	-----	-----	-----
1931	52,483	84,632	76,099	8,533	10.1	56,523	74.3	19,576	25.7	77,832	70,486	7,346	9.4	1936-37	72,307	77.7	-----	-----	-----
1932	54,326	83,731	76,807	6,924	8.3	57,180	74.4	19,627	25.6	77,927	71,017	6,910	8.9	1937-38	67,373	79.6	-----	-----	-----
1933	52,099	83,673	77,639	6,034	7.2	58,487	75.3	19,152	24.7	78,763	72,544	6,219	7.9	1938-39	68,021	81.2	-----	-----	-----
1934	55,188	80,002	74,670	5,332	6.7	56,648	75.9	18,022	24.1	75,589	69,817	5,772	7.6	1939-40	68,650	82.0	-----	-----	-----
1935	54,396	79,684	74,549	5,135	6.4	56,299	75.5	18,250	24.5	75,664	69,728	5,936	7.8	1940-41	66,946	83.7	-----	-----	-----
1936	52,962	79,170	73,844	5,326	6.7	57,922	78.4	15,922	21.6	75,095	69,179	5,916	7.9	1941-42	67,168	84.3	-----	-----	-----
1937	54,488	75,346	70,321	5,025	6.7	55,898	79.5	14,423	20.5	71,278	66,007	5,271	7.4	1942-43	67,896	85.8	-----	-----	-----
1938	55,269	72,444	67,035	5,409	7.5	54,213	80.9	12,822	19.1	68,132	62,148	5,984	8.8	1943-44	65,668	87.2	-----	-----	-----
1939	54,199	70,307	65,875	4,432	6.3	54,793	83.2	11,082	16.8	66,395	61,313	5,082	7.7	1944-45	63,085	87.1	-----	-----	-----
1940	55,413	70,036	65,816	4,220	6.0	55,328	84.1	10,488	15.9	66,369	60,632	5,737	8.6	1945-46	63,871	90.8	-----	-----	-----
1941	58,315	68,822	64,900	3,922	5.7	55,112	84.9	9,788	15.1	65,419	59,179	6,240	9.5	1946-47	62,608	89.4	-----	-----	-----
1942	63,082	69,475	65,912	3,563	5.1	56,734	86.1	9,178	13.9	66,275	60,751	5,524	8.3	1947-48	63,076	91.7	-----	-----	-----
1943	67,336	70,396	67,287	3,109	4.4	59,247	88.1	8,040	11.9	67,516	62,106	5,410	8.0	1948-49	63,946	92.0	-----	-----	-----
1944	63,481	76,539	73,088	3,451	4.5	65,637	89.8	7,451	10.2	73,373	67,559	5,814	7.9	1949-50	66,657	94.7	-----	-----	-----
1945	60,553	70,317	66,935	3,382	4.8	60,715	90.7	6,220	9.3	67,342	62,504	4,838	7.2	1950-51	72,541	94.8	-----	-----	-----
1946	72,116	67,769	64,589	3,180	4.7	58,960	91.3	5,629	8.7	64,888	60,073	4,815	7.4	1951-52	67,391	95.8	-----	-----	-----
1947	80,825	70,892	67,468	3,424	4.8	61,955	91.8	5,513	8.2	67,707	62,718	4,989	7.4	1952-53	65,512	96.7	-----	-----	-----
														1953-54	-----	-----	-----	-----	-----

NEGRO

1926	25,065	1931-32	92,547	86,461	6,086	6.6	44,288	51.2	42,173	48.8	-----	-----	1932-33	36,498	39.4
1927	25,168	1932-33	92,712	86,992	5,720	6.2	44,764	51.4	42,228	48.5	-----	-----	1933-34	37,098	40.0
1928	24,668	1933-34	91,911	85,636	6,275	6.9	49,132	57.4	36,504	42.6	-----	-----	1934-35	37,225	40.5
1929	23,469	1934-35	83,506	78,418	5,088	6.1	49,398	63.0	29,020	37.0	-----	-----	1935-36	35,072	42.0
1930	22,785	1935-36	76,797	71,515	5,282	6.9	43,565	60.9	27,950	39.1	-----	-----	1936-37	34,164	44.5
1931	22,316	1936-37	73,764	68,413	5,351	7.2	42,291	61.8	26,122	38.2	65,275	7,180	1937-38	33,939	46.0
1932	23,576	1937-38	72,777	67,866	4,911	6.7	42,293	62.3	25,573	37.7	65,022	7,252	1938-39	34,399	47.3
1933	23,323	1938-39	71,014	66,241	4,773	6.7	41,864	63.2	24,377	36.8	64,501	7,015	1939-40	34,192	48.1
1934	24,516	1939-40	66,677	62,450	4,227	6.3	40,300	64.5	22,150	35.5	60,970	54,169	1940-41	33,605	50.4
1935	24,357	1940-41	64,106	60,785	3,321	5.2	40,083	65.9	20,702	34.1	58,795	52,377	1941-42	33,911	52.9
1936	23,220	1941-42	60,992	57,337	3,655	6.0	39,122	68.2	18,215	31.8	55,797	49,991	1942-43	33,874	55.5
1937	24,592	1942-43	56,439	53,651	2,788	4.9	36,519	68.1	17,132	32.1	51,635	46,304	1943-44	32,561	57.7
1938	24,665	1943-44	53,253	50,302	2,951	5.5	34,850	69.3	15,452	30.7	48,845	43,565	1944-45	31,298	58.8
1939	24,934	1944-45	48,315	46,135	2,180	4.5	33,009	71.5	13,126	28.4	44,296	39,398	1945-46	30,672	63.5
1940	25,042	1945-46	48,298	45,791	2,507	5.2	32,885	71.8	12,906	28.2	44,489	39,095	1946-47	30,874	63.9
1941	26,280	1946-47	46,425	43,369	3,056	6.6	31,539	72.7	11,830	27.3	42,466	36,634	1947-48	30,826	66.4
1942	26,772	1947-48	44,559	42,199	2,360	5.3	31,261	74.1	10,938	25.9	41,025	36,059	1948-49	30,963	69.5
1943	27,232	1948-49	42,745	41,010	1,565	3.7	31,197	76.1	9,813	23.9	39,640	35,346	1949-50	31,594	73.9
1944	27,148	1949-50	42,129	40,340	1,789	4.2	32,053	79.5	8,287	20.5	39,374	35,488	1950-51	32,597	77.4
1945	26,848	1950-51	39,666	37,929	1,737	4.4	30,632	80.8	7,297	19.2	37,208	33,971	1951-52	31,371	79.1
1946	28,563	1951-52	37,085	35,564	1,521	4.1	28,918	81.3	6,646	18.7	34,839	31,437	1952-53	30,350	81.8
1947	32,052	1952-53	36,553	35,180	1,373	3.8	29,243	83.1	5,937	16.9	34,535	31,182	1953-54	-----	-----

* Includes all except Negro.

Onslow Orients New Board Members

Members-elect to the Onslow County Board of Education are being oriented into the business of the board by "sitting in" at sessions of the regular board, according to County Superintendent Isham B. Hudson.

This orientation of the new members of the board, Superintendent Hudson believes will not only save time; it will give these members-elect some understanding of the school problems that come before and have to be decided by the board. The new members will not assume office until next April.

Duplin Board Chairman Named "Man of Year"

William Dallas Herring, chairman of the Duplin County Board of Education, was recognized as North Carolina's first "Man of the Year in Education" at the closing session of the annual North Carolina School Week recently held at the University.

The selection of Mr. Herring was made following months of action in which some 1200 educators serving in every educational level in all sections of the State were solicited. The selection was based on actual evidences of leadership, devotion to duty and the total effect of activities on providing better educational opportunities to North Carolina children.

Herring, native of Rose Hill, was mayor at the age of 23, and served in that capacity for eleven years. He began his career as a friend of the public schools when he headed a drive for revaluation of the taxable property to increase the school budget. He was elected to the county board of education in 1951 and was unanimously elected chairman immediately upon taking oath of office.

He was elected to the Board of Directors of the North Carolina School Board Association and was appointed to serve on the Committee to advise with the State Board of Education in the formation of a formula for distributing the second \$25 million of State bond money for school construction. He has also worked and provided leadership to the Kellogg Project for the improvement of schools in Duplin County. He is also active in the Citizens Commission for Public Schools. He was recently appointed to the Governor's Advisory Commission on Segregation.

Board Approves Record Budget for 1954-55

A record Nine Months' School Fund Budget totaling \$118,277,843 was adopted by the State Board of Education on July 1 for the school year 1954-55. This budget does not include funds for vocational education, textbooks and school lunches.

The accompanying table gives the estimated expenditures for 1953-54 and the proposed budget for 1954-55. As will be noted the budget exceeds the appropriation by \$1,753,479 which amount is offset by a transfer from the 1953-54 balance.

<i>Objects and Items</i>	<i>Estimated 1953-54</i>	<i>Proposed Budget 1954-55</i>
61. General Control		
611. Salary-Superintendents	\$1,210,919	\$1,216,164
612. Travel-Superintendents	65,188	66,081
113-1. Salary-Clerical Assistants	583,031	583,110
113-2. Salary-Property and Cost Clerks	65,964	191,700
614. Office Expense	105,200	92,020
615. Per Diem Co. Bds. of Education	10,000	10,000
Total General Control	\$2,040,302	\$2,159,075
62. Instructional Service		
621. to 623. Instructional Salaries	\$96,584,584	\$101,030,718
624. Instructional Supplies	673,584	702,459
625-1. Supervisors Salaries	1,040,572	1,175,614
Total Instructional Service	\$98,298,740	\$102,908,791
63. Operation of Plant		
631. Wages of Janitors	\$3,465,268	\$3,614,600
632. Fuel	1,583,500	1,610,000
633. Water, Lights, and Power	590,827	607,000
634. Janitors' Supplies	465,385	477,400
635. Telephones	39,471	40,000
Total Operation of Plant	\$6,144,451	\$6,349,000
65. Fixed Charges		
653. Compensation School Employees	\$23,924	\$30,000
654. Reimbursement for Injuries to School Children	1,794	3,500
656. Tort Claims	68,813	70,000
Total Fixed Charges	\$94,531	\$103,500
66. Auxiliary Agencies		
661. Transportation of Pupils		
661-1. Wages of Drivers	\$1,379,813	\$1,430,550
661-2a. Gas, Oil, Grease	1,187,390	1,256,500
661-2b. Gasoline Storage Equipment	30,807	8,000
661-3. Salaries-Mechanics	1,418,994	1,476,532
661-4a. Repair Parts, Batteries	836,086	911,867
661-4b. Tires and Tubes	422,267	549,534
661-4c. License and Title Fees	969	2,000
661-4d. Garage Equipment	23,928	14,000
661-5. Contract Transportation	23,520	30,000
661-7. Principals' Bus Travel	52,340	54,188
Total Transportation	\$5,376,114	\$5,733,171
662. School Libraries	449,384	468,306
664. Child Health Program	546,294	550,000
Total Auxiliary Agencies	\$6,371,792	\$6,751,477
Total Administrative Unit Expense	\$112,949,816	\$118,271,843
Unallotted Expense		
Transfer—Unit Cash Balance	\$	\$
Surety Bond Premium	2,897	—
Printing	4,203	6,000
Court Reports	—	—
Bus Body Shop	—	—
Commission on Revision of Public School Laws	1,366	—
Total Unallotted Expense	\$8,466	\$6,000
TOTAL EXPENDITURES	\$112,958,282	\$118,277,843
Estimated Receipts		
Transfer—Unit Cash Balances	\$58,584	\$
Transfer From Prior Year	—	—
Total Estimated Receipts	\$58,584	\$
NET EXPENDITURE FROM APPROPRIATION	\$112,899,428	\$118,277,843

Kindergarten Association Elects Officers

North Carolina Kindergarten Teachers Association officers for 1954-55 were elected at the closing session of the second annual Kindergarten Workshop sponsored by East Carolina College, Greenville.

Mrs. J. C. Terry of Rockingham was chosen as president to succeed Mrs. J. Duke Haynie of Fayetteville. Other officers named include: Mrs. W. R. Sechler of Hickory, first vice president; Mrs. Donald Barnes of Charlotte, second vice president; Mrs. Jeanne Morris, Clinton, recording secretary; Mrs. Johnnie Lee S. Marks, Dunn, corresponding secretary; Mrs. Lotta Smith Welch, Scotland Neck, treasurer; and Mrs. Henry Maddrey, Severn, historian.

School People Hold Many Summer Meetings

School people of North Carolina hold many professional meetings of one sort or another during the summer months when school is not in session.

Some of the meetings held the past summer were the following:

Superintendents Conference, August 10-13, at Mars Hill College

Supervisors Work Conference, June 1-4, at Winston-Salem Teachers College

School Lunch Workshop for Principals, June 21-July 30, at North Carolina College

Conference Trade and Industrial Personnel, August 16-18, at Lees-McRae College

State F.F.A. Convention, August 18-20, at Raleigh

Vocational Home Economics Conference, August 2-6, at Woman's College and at A & T College, Greensboro

School Law Conference, June 15-17, at Duke University

Distributive Education Personnel, August 16-20, at Woman's College, Greensboro

Board Association Revises Membership Dues

The schedule of dues for membership in the North Carolina School Board Association has been revised, according to a recent comment by Executive Secretary Guy B. Phillips.

The new schedule, which was approved recently by the Board of Directors, is based upon the number of State-allotted teachers to the unit, instead of individual board membership as was the case heretofore, Mr. Phillips stated. This new schedule permits all members of the board of education and the local committees to become members by the payment of one fee. The schedule is as follows:

Class I (1-75 teachers) \$40
Class II (76-150 teachers) \$50
Class III (151-225 teachers) \$60
Class IV (226-300 teachers) \$70
Class V (Over 300 teachers) \$80

This schedule is applicable to the current year, and may be paid from local funds.

Principals Meet at Winston-Salem

An interesting program has been prepared for the annual State-wide Principals' Conference which meets November 9-11 at Winston-Salem, according to a recent announcement by Lloyd Y. Thayer, Principal High Point Junior High School, who is chairman of the Planning Committee.

Some of the speakers invited to address this gathering are: State Superintendent Charles F. Carroll, Dr. Harold Drummond of Peabody College, Professor Guy B. Phillips of the University of North Carolina, and Lieutenant Governor Luther H. Hodges. There will also be discussion groups and tours of the industries of the city, Mr. Thayer stated.

One of Three Documents May Establish Birth Date

There are three ways by which the birthdays of children admitted to the public school may be established, according to Charles R. Council, Chief Public Health Statistics Section, State Board of Health.

Either one of the following documents should be used by the schools as proof of age, Mr. Council states:

1. A certified copy of the birth certificate from the State Registrar.
2. A certified copy of the birth certificate from the register of deeds of the county in which the birth occurred.
3. A photocopy of the birth certificate from the State office (State Board of Health), if there is a certificate on file.

In the latter case, if no certificate is on file with either the register of deeds or the State Board of Health, Mr. Council advises that parents take immediate steps to file a delayed certificate of birth with the register of deeds. Information and instructions on how to file such a certificate may be secured from either the register of deeds or the State Board of Health.

Pierce Awarded Doctors Degree

J. L. Pierce, Consultant in Health and Physical Education for the State Department of Public Instruction, was awarded the Ph. D. degree from the University of North Carolina at the June Commencement.

Dr. Pierce came to the State Department a year ago as a staff member of the Division of School Health and Physical Education. His work has been confined largely to school athletic programs in the public high schools of the State. His doctor's dissertation was entitled: "A History of the Southern Conference."

Dr. Pierce did his undergraduate work at High Point College, where he received the A. B. degree in 1932. He took his Master's degree from the State University in 1940. Before coming with the Department he had been teacher, coach and assistant principal in a number of the State's high schools. More recently, 1942-1953, he was Professor and Director of Physical Education at Elon College and for four years he was Director of Athletics there. During 1944-1946 he served in the Navy.

APPROPRIATIONS

Regular Appropriation	\$114,958,174	\$116,524,364
Appropriation for Salary Adjustments	-----	-----
Appropriation for Salary Increment	595	-----
Total Appropriation	\$114,958,769	\$116,524,364
APPROPRIATION BALANCE	\$2,059,341	-----

Note: \$100,000 of the \$2,059,341 balance in the 1953-54 account is in a reserve fund for tort claim liabilities. The Advisory Budget Commission approved the transfer of \$1,753,479 from the 1953-54 balance to the 1954-55 accounts on June 1, 1954 to take care of this deficit.

State Supervisor Reports Elementary School Progress

Much progress has been made in the elementary schools of the State, if the reports of the changes which have been made in the Southeast Area are typical of the whole.

In a recent letter to the superintendents, principals and supervisors of this area, Patsy Montague, State Supervisor for that area, notes some of this progress during the past school year as the following:

- .. Many major improvements in school plants.
- .. Many schools have been able to limit primary grades. This has taken sincere effort and determination. There are now few schools that use special teachers when the average daily attendance is over 35.
- .. Many schools have weeded out old supplementary readers and new books have been added. While some schools still have less than the required number of 80 per grade, many schools have many more than are required. Few schools have many supplementary readers with copyright date older than 10 years.
- .. More central libraries have been set up. Many improvements have been made in planning and using an elementary library.
- .. Many schools have shown marked improvement in the number of children retained. It is unusual to find a school in which large numbers of children are consistently retained. In several schools there seems to be a correlation between well trained teachers and the number of children retained.
- .. Many schools have added new playground space and improved the school grounds.
- .. Where there has been sincere effort and understanding, there are fewer schools that have overcrowded classrooms.
- .. More schools have been added to the accredited list. The purpose of accreditation is to help stimulate better schools. In many schools have been accredited, it is good to note that there is constant evaluation.
- .. Many superintendents have called a meeting of the principals for the purpose of discussing the Principal's Annual Reports and making plans for improvements. This often

gives a better sense of direction and a clearer understanding of the total picture.

- .. More adequate instructional supplies.
- .. Marked improvement in the making of Annual Reports; not only are they more accurate and complete, but they also indicate growth and understanding.
- .. We still have many outstanding needs, the greatest of which are strong leadership and a sense of direction based on the needs of children.

Essay and Poetry Anthologies Planned

Plans have been made for the 1954-55 essay and poetry anthologies by the National Poetry and Essay Associations, according to D. Hartman, Editor.

Manuscripts for the National High School Poetry Anthology should be submitted to that Association, 3210 Selby Ave., Los Angeles 34, California, prior to March 25.

Closing date for the submission of manuscripts for the Essay Competition for high schools is November 10. For Colleges the closing date is November 5. And closing date for manuscripts by teachers for poetry in the National teachers Anthology is January 1, 1955.

All manuscripts should be submitted to the address above.

Free N. C. Maps

The North Carolina State Highway and Public Works Commission has presented the State Department of Public Instruction with a supply of North Carolina Official Highway Maps, 1951 and 1952 vintage, for distribution to the schools. The maps are good except that the road indications are not up-to-date. These maps may be obtained free by the schools as long as the supply lasts, in quantities for classroom and library use, by writing to L. H. Jobe, State Department of Public Instruction, Raleigh, N. C.

1953 School Laws Are Classified

The 1953 Public School Laws, Chapter 115 of the General Statutes, have been classified by a graduate student at the University of North Carolina into "A Handbook of the Powers and Duties of Local Boards of Education, Superintendents, School Committees, Principals, Teachers, and Pupils."

Edward T. Brown, as a term paper, organized the School Law into 19 groups according to powers and duties of those working in the public schools. These groups are: General Relationships, Corporate Existence, Fiscal Relationships, Building and Property Insurance, Records of the Board, Rules and Regulations, School Organization, Personnel, Teacher Welfare, In-service Training, Pupil Personnel, Textbooks, Supplies and Equipment, Records and Reports, Transportation, Health, Curricular and/or Course of Study, Extra-class Activities, and Cafeteria Services.

Copies of the booklet may be obtained from Mr. Brown at Chapel Hill, Box 943.

American College Students Assist in German Schools

Twenty-three young American men and women left New York on the M. S. Gripsholm on Tuesday, August 10, bound for a year in Germany where they will assist in English classes in German secondary schools. This is a special project undertaken as part of the Educational Exchange Program of the U. S. Department of State.

Almost all are college students who plan a teaching career. Representing sixteen states, none from North Carolina, they were selected in the nationwide competition for the Fulbright program grants for graduate students. Preliminary selection was made by the National Selection Committee of the Institute of International Education and final selection by the Board of Foreign Scholarships, the members of which are appointed by the President of the United States.

In Germany they will have positions as teaching assistants in secondary schools, working primarily with pupils between the ages of 15 and 19. They will participate in workshops in American literature, classes in English conversation, and will take part in extra-curricular activities.

Former Sampson Superintendent Dies

David Vance Carter, retired superintendent of Sampson County schools, died May 24 in Clinton, where he had been ill for several months.

Mr. Carter served as superintendent of the Sampson schools from 1927 to July, 1953, when he retired. Prior to his appointment as county superintendent, he served as principal of the Roseboro school for eight years. He graduated from the University of North Carolina in 1917.

First Clyde Erwin Scholarships Awarded

The first scholarships awarded from the Clyde A. Erwin Scholarship Fund were announced last June by the Funds Committee.

The Scholarships, valued at \$100 each, were presented to four high school graduates who plan to study home economics. They are: Mary Belle Dillard, Wilson; Nancy Ruth Hardie, Whiteville; Elizabeth Dalton Johnson, Madison; and Judith Miriam Tolson, Woodland.

The scholarships are financed with interest from the Fund which now totals approximately \$16,700. The Fund was established as a memorial to the late Dr. Clyde A. Erwin, State Superintendent of Public Instruction from 1934 to his death on July 19, 1952. It is designed to aid students planning to teach vocational subjects in the State's public high schools.

Few Superintendents Change

Few changes occur in the office of superintendent during off-years. This year has been no exception. However, upon the resignation of M. T. Lambeth, superintendent of Statesville, the local board elected A. D. Kornegay of the Hendersonville unit. To take Superintendent Kornegay's place at Hendersonville Hugh D. Randall, principal, has been elected.

C. G. Credle, retired superintendent of the Oxford city schools, was elected to fill out the unexpired term of W. A. Mahler at Tarboro last spring. Supt. R. R. Morgan of Mooresville has been granted a leave of absence from September 1 to January 31, 1955. During his absence Principal W. J. Scott will perform such duties of the superintendents' office as necessity may require.

Calendar of Professional Meetings, Conferences, Workshops, Institutes

September 17	—Citizenship Day
October 1-2	—County and Rural Area Superintendents, 9th National Conference, Washington, D. C.
October 4-6	—National Conference on Rural Education, Washington, D. C.
October 9	—Fire Prevention Day
October 27	—Birthday of Theodore Roosevelt
October 24-30	—United Nations Week
October 28-29	—Conference, Sponsored by Educational Records Bureau and American Council on Education
November 7-13	—American Education Week
November 9-11	—Statewide Principals' Conference, Winston-Salem
December 16-17	—American Social Hygiene Association, New York

Education Rounds the World

Tanganyika. The parents of Tanganyika want their children to be educated, although in many instances they do not perceive the difference between a good school and a fly-by-night school. The result has been a growth in so called bush schools; that is, unregistered schools avoiding the supervision of the government (Tanganyika is a trust territory administered by the United Kingdom). Now officials believe the so-called bush schools can be raised to the status of good primary schools.

Indonesia. Everyone in Indonesia is either speaking or learning to speak English. The severe shortage of teachers of English somewhat alleviated through the use of special United Nations missions to teach English or other subjects in the English language. What the Indonesians get is "international English", with the accents of Canada, New Zealand, Australia, United States and Scotland.

United Kingdom. The United Kingdom is using television to teach deaf children the art of lip reading. . . . World's Children Day (October 4) is being promoted by the International Union for Child Welfare of Geneva. The 1954 theme is in support of a clause in the Declaration of the Rights of the Child: "The child must be cared for with due respect for the family as entity." . . .

Turkey. Boys and girls between the ages of 10 and 15 wishing to correspond with Turkish children should get in touch with the following address for names and addresses: Turkiye Genclik Haberlesme Kulubu, Gussumuyu Ogren-ci Yurdu, Istanbul. . . .

Protection Program Safeguards High School Students From Fire

A unique three-way fire protection program is now safeguarding the senior high school students of East Providence, R. I.

There, the school board, taking a lesson from a serious school fire in 1940, has since that time given full cooperation to their local fire chief in working out an effective fire protection program for the entire school system.

The new senior high school, dedicated in 1952, is the result of collaboration between architects and fire protection engineers. In addition to its fire-resistant construction, it contains an alarm system which will automatically detect a fire, sound an alarm and bring fire apparatus to the scene—all in just two and one half minutes.

Main features of the system, as reported in the National Safety Council's "Safety Education" magazine, are these:

1. Automatic detection system.
2. A group of strategically placed manual fire alarm boxes.
3. A direct tie-in between the school and city alarm system.
4. Automatic sprinkler system.
5. A zoning arrangement that divides the building into six zones for systematic handling of emergencies, plus an annunciator panel which designates the zone in which emergency occurs.
6. A system of indicator lights outside the building, keyed with the annunciator panel for guiding approaching fire apparatus.
7. A well-conceived floor plan to insure safe and rapid evacuation of the building.

"Good Schools Are Your Responsibility"

This is the central theme for American Education Week which will be observed this year November 7-13.

Day by day topics are as follows:

Nov. 7—Ideals to Live By.

Nov. 8—Teachers for Tomorrow.

Nov. 9—Investing in Good Schools.

Nov. 10—Working Together for Good Schools.

Nov. 11—Effective Citizenship.

Nov. 12—Teaching the Fundamentals Today.

Nov. 13—How Good Are Your Schools?

"American Education Week is sponsored annually by the National Education Association, the American Legion, the U. S. Office of Education, and the National Congress of Parents and Teachers. Its purpose is to inform the public of the accomplishments and needs of the public schools and to secure the cooperation and support of the public in meeting these needs.

A variety of helps—general planning, posters, lapel buttons, invitation forms, AEW seals, place mats, napkins, bumper strips, plays, scripts, recordings, movie trailer, and publicity mats—may be purchased at production cost from the National Education Association, Division of Press and Radio Relations, 1201 Sixteenth St., N. W., Washington 6, D. C.

Scholastic Magazines Promote Stamp Clubs

A formation of stamp clubs conducted by Scholastic Magazines in cooperation with the United Nations was announced recently by Tony Simon, director of the clubs. Their purpose is to encourage among boys and girls of school age an interest in and knowledge of peoples and places of the world through stamp collecting.

Membership is open to all existing stamp clubs and to all individual collectors who wish to form clubs. Application blanks appear in the April 14 issue of all the Scholastic Magazines and also may be obtained by writing to: Director, United Nations Stamp Clubs, 33 West 42nd Street, New York 36, N. Y.

Clubs enrolling during 1954 become charter members. Branch clubs will receive a stamp information kit six times a year containing the official bulletin and other philatelic materials. Each club also will receive a charter certificate and U. N. stamp and flag posters. Each member receives a membership card, button, and a copy of the bulletin.

The bulletin, called "The Globe-Trotter," will provide U. N., U. S., and world stamp news. News of club activities and other information related to stamp collecting also will appear regularly in all weekly issues of Scholastic Magazines.

Dr. Carroll Speaks to Commissioners

State Superintendent Charles F. Carroll addressed the State Association of County Commissioners and Association of County Accountants of North Carolina at their annual joint meeting August 17 at Wrightsville Beach, N. C.

Other speakers were: Edwin Gill, State Treasurer, and Keith L. Seigmiller, Secretary of the National Association of County Officers.

Records Bureau To Hold Conference

The Nineteenth Educational Conference will be held on October 28 and 29, 1954, at the Roosevelt Hotel in New York City. The conference is again sponsored by the Educational Records Bureau and the American Council on Education.

The theme of the conference this year will be "Education In a Free World." Luncheon addresses will be given by Harold Taylor, president, Sarah Lawrence College, and Robert Ward McEwen, president, Hamilton College.

Further information concerning the conference may be obtained from Arthur E. Traxler, Committee on Arrangements, Educational Records Bureau, 21 Audubon Ave., New York 32, N. Y.

School Teacher Becomes Miss North Carolina

Betty Jo Ring a 24-year old school teacher from Lexington, recently won the Miss North Carolina pageant and represented this State in the Miss America contest held this month in Atlantic City.

The three-day State contest witnessed 33 girls appear in bathing suit, evening gown, and talent divisions. Miss Ring's reading from Macbeth won for her the talent division.

State Department Estimates 968,000 School Enrollment

Enrollment in the public schools this fall is expected to come close to 968,000 children, according to estimates made by H. C. West, Statistician.

Mr. West is now engaged in tabulating the figures for 1953-54, which he expects to be close to 953,000. His estimates for 1954-55, therefore, include a 15,000 increase over last year's enrollment. Latest official figures are for the year 1952-53 when there were 929,023 children enrolled in the public schools.

A breakdown of Mr. West's estimates for 1954-55 by race indicates 679,000 white and Indian and 289,000 Negro. Further breakdown shows 523,500 elementary and 155,500 high school students in white schools and 232,500 elementary and 56,500 high school students in Negro schools.

Department Holds Workshop

A workshop for staff members of the State Department of Public Instruction was held August 30-September 1 in the auditorium of the Highway Building.

The meeting was called and arranged by State Superintendent Charles F. Carroll for the purpose of acquainting the various professional staff members with each others' work. "The administration of the public schools from the State level had grown in so many aspects," Dr. Carroll stated, "that we found it very helpful to get together for this exchange of duties performed by our State personnel. I think," he added, "that our work with the public schools will be improved tremendously after having had this exchange of descriptions of the services performed by the professional staff of the Department."

The Attorney General Rules . . .

School Stores; Privilege and Sales Tax on Articles Sold in School Stores

In reply to inquiry: ". . . In his letter to you, _____ propounds the following specific questions and requests you to ask for an opinion from this office on these various questions:

"1. Is the operation of a 'school store,' as commonly practiced in most schools, forbidden by law?

"2. Is it legal to operate a school store limited to the distribution of individual school supplies, such as note paper, pencils, etc.? If so is it legal to include the sale of school emblems, shirts and caps bearing school emblem or insignia, and the like?

"3. Would the limitation of purchases to enrolled pupils and teachers affect the legality of a 'school store'?

"4. If it is legal to operate a school store in any form, is the school required to obtain a business license and to pay sales tax? If so, who or what should be listed on the records and sales tax reports as 'owner'—the school, the principal, the school district, the county board of education, or the superintendent?

"5. With reference to the preceding questions, would the use of coin machines for dispensing drinks, or sanitary napkins in girls' restrooms, be classed legally as a school store operation?

"6. If 'school stores' are either illegal or subject to licensing and payment of sales taxes, is the school lunchroom specifically exempt by law from these restrictions?

"7. If 'school stores' are either illegal or subject to licensing and payment of sales taxes, would the collection of 'supply fees' from all pupils, for the purpose of providing general basic instructional supplies, as commonly practiced in nearly all schools, fall under the same interpretations as operations of a 'school store'?

"8. Can either a principal or a superintendent be held legally and personally responsible, or liable for legal action, for operating a school store, or for operating a business without a license, or for nonpayment of sales taxes, or payment of back-taxes?

"9. Many schools sell ice cream in conjunction with lunchroom operations, and some of these limit purchases to pupils who have finished their lunches

each day. Would this practice be subject to the same legal interpretation as a 'school store' operation?"

"G. S. 66-58, first enacted as Chapter 122, Public Laws of 1939, as originally enacted, provided that it shall be unlawful for any unit or agency of the State government or any individual employee of such unit or agency in his capacity as employee thereof to purchase or sell to any person any article of merchandise in competition with citizens of the State. A number of exceptions appeared in this statute, among them the following: "Provided further, that this section shall not be construed to apply to any high school or public school."

"Chapter 1090, Session Laws of 1951, rewrites G. S. 66-58. Subsection (a) of the statute, as rewritten, stipulates that except as may be provided in this section it shall be unlawful for any unit, department or agency of the State government or any division or sub-division of any such unit, department or agency, or individual or employee of any such unit, department or agency in his capacity as employee thereof, to engage directly or indirectly in the sale of goods, wares and merchandise in competition with citizens of the State, or to engage in the operation of restaurants, cafeterias or other eating places in any building owned by or leased in the name of the State, or to maintain service establishments for the rendering of service to the public ordinarily and customarily rendered by private enterprises or to contract with any person for the operation or rendering of any such business or service on behalf of any such unit, department or agency, or to purchase for or sell to any person any article of merchandise in competition with private enterprise. Subsection (b) lists 14 different institutions and agencies to which subsection (a) is not applicable. The first exception listed is "counties and municipalities". Subsection (c) provides that the provisions of subsection (a) shall not prohibit 11 enumerated activities. The ninth excepted activity is "the operation by the public schools of school cafeterias". The eleventh excepted activity is "the sale of textbooks, library books, forms, bulletins, and instructional supplies by the State Board of Education, State Department of Public Instruction, and local school

authorities." Subsection (e) of this statute provides that any person, whether employee of the State of North Carolina or not, who shall violate or participate in the violation of this section, shall be guilty of a misdemeanor.

"Attempting to answer the first numbered question, I am not sure that I have been able to ascertain just what type of "school store" is operated in most schools of the State. The practice seems to vary considerably in the various communities of the State. However, I find no authorization in Chapter 115 of the General Statutes for the operation of any type of "school store". Perhaps the legal question really is whether there is implied authorization for the operation of "school stores" instead of whether there is express prohibition. However, as stated above, subsection (a) of G. S. 66-58, as rewritten in 1951, seems to prohibit generally the selling of merchandise by State agencies, including the public schools. Subsection (c) of that statute and G. S. 115-381 would seem to expressly authorize the operation of school cafeterias and the sale of textbooks, library books, forms, bulletins and instructional supplies by the public schools.

"The foregoing would seem to answer the second question. Unquestionably, individual school supplies, such as notepaper, pencils, graph paper, drawing paper, etc., may be sold. It seems doubtful that school emblems, shirts and caps, bearing school insignia, can be classified as "instructional supplies".

"As to the third question, it seems to me purchases from the "school store" should be limited to enrolled pupils and teachers.

"As to the fourth question, it is doubtful that any business license is required for the operation of such a "school store" as is described above. However, on August 15, 1951, the Commissioner of Revenue issued a directive to the effect that the sales of textbooks, notebooks, columnar pads, pencils, erasures, and all other student equipment of every kind, nature and description made by the public schools is taxable at the rental rate of 3%. The directive is based upon an administrative interpretation of G. S. 105-165 and subsections (g) and (q) of G. S. 105-169. It seems to me that it is a question of fact as to who should

(Continued on page 16)

LOOKING BACK

5 Years Ago

(N. C. Public School Bulletin, September, 1949)

A budget calling for an expenditure of approximately \$82 million dollars for the State nine months school term was adopted by the State Board of Education at its July 14 meeting.

Paul A. Reid, Controller for the State Board of Education, was recently named President of Western Carolina Teachers College at Cullowhee by its board of trustees.

C. D. Douglas, Director of the Division of Auditing and Accounting, was named Controller by the State Board of Education at a called meeting on August 16.

10 Years Ago

(N. C. Public School Bulletin, September, 1944)

Superintendent L. M. Peele of the Scotland County school unit, after 30 years of service, retired on August 1 and has been succeeded by J. J. Pence, principal of the Wagram High School.

On July 26, Governor Broughton appointed A. S. Brower, administrative assistant of Duke University, as a member of the State Board of Education from the Sixth District to succeed Dr. Dwire, who died a few days earlier in Duke Hospital.

At its June 8th meeting the State Board of Education, upon recommendation of Governor Broughton, directed its Finance Committee "to work out a plan for removing the salary differential between white and colored teachers" for the year 1944-45. (final step)

15 Years Ago

(N. C. Public School Bulletin, September, 1939)

Between four and five hundred persons including about 125 superintendents attended the annual conference of superintendents held July 26-28 at Ridgecrest.

On June 1, C. D. Douglas, Director of the Division of Finance and Statistics, who had been with the Department since June 15, 1920, resigned to accept the position of Auditor with the State School Commission.

S. Marion Justice, for the past four years with the Rocky Mount city unit as teacher and coordinator of diversified occupations, has been added to the staff of the Division of Vocational Education as Supervisor of Occupational Information and Guidance.

"Fire Prevention Day"

According to law "the ninth of October of every year shall be set aside and designed as "Fire Prevention Day."

The law also provides that "the superintendent or principal of every public high school in this State, except schools taught in one-story houses, shall conduct at least one fire drill every month during the regular school session, such fire drills to include all children and teachers and the use of all ways of egress."

To assist schools in realizing the importance of fire prevention and in acquiring skill in preventing and controlling fires, a little pamphlet has been issued jointly by the Commissioner of Insurance and the State Superintendent of Public Instruction. Copies of this pamphlet may be obtained free from the State Department of Public Instruction, Raleigh, N. C.

The Attorney General Rules

(Continued from page 15)

be listed as the "owner" of the store. Under ordinary circumstances the principal of the school would probably be the person actually operating the store.

"As to the fifth question, it is doubtful that the coin machines described can be classified as legitimate parts of a "school store" operation.

"As to the sixth question, this office has heretofore ruled that since the operation of lunchrooms is specifically authorized as a part of the public school program by G. S. 115-381, they are not subject to license taxes and sales taxes.

"As to the seventh question, I see nothing illegal in collecting a "supply fee" from students for the purpose of providing general basic instructional supplies, provided any net profits go to the school and not to the principal or other person handling the supplies.

"The answer to the eighth question depends upon the fact situation. As stated under question No. 4, it is a matter of fact as to who operates the school. The operator is the person responsible for all debts and for collecting and remitting sales taxes.

"As to the ninth question, it seems to me that ice cream is a food and may legitimately be handled in connection with the lunchroom.—Attorney General, April 14, 1954.

MAKING TODAY'S NEWS

Durham. The formation of a Citizens' Committee for Better Durham County Schools was announced here today by Del J. Amnott, the committee's acting chairman. Durham SUN, August 5.

Fayetteville. Major changes in elementary school attendance districts in Fayetteville have been approved by the board of trustees of city schools to reapportion students according to available classroom facilities, School Superintendent C. Reid Ross announced today. Fayetteville OBSERVER, August 8.

High Point. The State Department of (Public) Instruction has assured local educators that all High Point schools will be accredited in ratings this year. High Point ENTERPRISE, August 5.

Chapel Hill. The Chapel Hill School Board has started machinery rolling to make membership elective, instead of semi-appointive as it's been in the past by State statute. Durham HERALD, August 6.

Yadkin. The Yadkin County schools will have two special education teachers this fall instead of one. Elkin TRIBUNE, August 12.

Thomasville. A committee to select a site for the proposed new high school here was named during the second meeting of the Citizens' High School Planning Committee at the Guilford Dairy Bar last night. August 12.

Harnett. Harnett County Negro leaders today were demanding immediate action to end segregation in Harnett's public schools. August 3.

Durham. Rentals on books to county school pupils will not go up this year in spite of the increased cost of new textbooks to the county, business manager Lester Smith said today. Durham SUN, August 17.

Chapel Hill. Private instruction in music and dramatics won't be permitted in the Chapel Hill schools during the coming year, according to the most recent rulings of the school board. Chapel Hill NEWS-LEADER, August 9.

Beaufort. The executive committee of the North Carolina Association of the Future Farmers of America today selected the Bath Chapter, Beaufort County, as the 1954 winner of the State-wide FFA chapter contest. August 17.



NORTH CAROLINA PUBLIC SCHOOL

BULLETIN

October, 1954

RALEIGH, NORTH CAROLINA

Vol. XIX, No. 2

Carroll Requests Funds For Employment of Six Additional State Supervisors

Included in the request to the Advisory Budget Commission made by State Superintendent Charles F. Carroll for State funds for the administration of the State Department of Public Instruction were amounts for the employment of six additional supervisors and one additional stenographer-clerk.

Supervisors will be employed, according to Superintendent Carroll's request and if funds are appropriated, for the following:

An additional supervisor to assist in the supervision of general instruction in the 750 public high schools for white students. The Director of the Division of Elementary and Secondary Education is the only person devoting full time to this work at present.

A second supervisor would be employed to work in the field of early childhood education, both public and non-public. The law provides for State supervision of kindergarten schools, but the General Assembly has never provided funds with which to employ a person to do this work.

A third supervisor would devote time to the field of art education, and a fourth to testing and pupil classification. A fifth would be employed to meet the increasing demand for more instruction in the schools with respect to alcoholism and narcotism.

Finally, there is a need for a well-trained person to give attention to the mentally retarded. This supervision would help teachers in identifying degree and causes of retardation and in understanding the methods and materials essential to teaching typical children.

It is the feeling of Superintendent Carroll that these additional employees are necessary for the efficient operation of the public schools and to meet the needs which now exist in these particular areas.

United Forces for Education Cites Goals for Legislature

The United Forces for Education has crystallized its suggestions for the 1955 legislative program, and in its own publication presents its basic program and also other pressing needs.

The following paragraphs are quoted from a recent broadside prepared by the United Forces:

"In North Carolina there is a continuing shortage of properly qualified white teachers. There are too many daily absences of students and too many drop-outs; too many professionally-trained school personnel who must spend their time in clerical tasks; and too few teachers allotted to special subject areas.

"Believing that these shortages and weaknesses are affecting adversely the progress of a State endeavoring to grow industrially, agriculturally, economically, and educationally, the United Forces for Education in North Carolina submits these basic goals as its legislative program.

"I. *An appropriation sufficient to enable the State Board of Education to allot:*

"(1) Qualified attendance personnel, State-supported but locally-employed, the number to be determined by the State Board of Education.

"(2) Clerical assistance for those schools in which such assistance is deemed necessary.

"(3) In addition to the regular allotment of teachers provided by the State on the present basis, one additional teacher for each 20 teachers allotted to each administrative unit; these extra teachers to be used as librarians, non-teaching principals, guidance counselors, teachers of art, music, physical education, and for other special services as determined by the administrative unit.

"II. *An appropriation sufficient to cover adequately the operational costs of our schools.*

"III. *A salary schedule of \$2,600 to \$4,100 for teachers holding A-Certificates, with proportionate salary increases for other school personnel, this salary schedule to be paid for 9 months of work and to be based on not more than 12 increments.*

"IV. *An extended term of two weeks employment for teachers and principals, the additional salary for these two weeks to be based upon the salary schedule proposed in goal 3."*

The United Forces for Education is aware of other pressing needs if our public schools and public school teachers and administrators are to contribute their share to the continued development of North Carolina. The committee, therefore, lists, as among these pressing needs, the following goals: (1) further reduction of class size; (2) additional classrooms; (3) kindergartens; (4) adequate sick leave; (5) increased retirement benefits; (6) improved employment security; (7) continuation and expansion of the present programs in school health and vocational education; (8) county boards of education, elected by the people in a non-partisan election; (9) a properly developed driver-training program; (10) a more adequate supply of school buses; (11) and provision for transportation in city administrative units.

Cincinnati Schools Forbid Sale of Candy, Soft Drinks

The sale of candy and soft drinks is prohibited on school premises in Cincinnati public schools, including elementary school lunch rooms.

Good nutrition and dental hygiene are given as the reasons for the policy.

Superintendent Carroll Says . . .

In a recent address Mrs. Oveta Culp Hobby, Secretary of the Department of Health, Education, and Welfare is reported to have said, "In democracy, no one need walk alone, but he does his own walking." As a parallel thought, those of us engaged in school operations might appropriately say, "In education no one need work alone, but everyone does work."

One of the most challenging and perhaps most gratifying characteristics of our profession is a realization of the truth that we need not work alone in the solution of educational problems. The public school, as an instrument of democracy, is a public institution. Many people—either as individuals or as boards, committees, or agencies—are concerned with school operations, and, when informed and encouraged, welcome the opportunity to work in behalf of better public education. Truly, the school administrator need not work and worry alone; he has innumerable "first cousins" who are eager to be recognized as his kin. As we harness this potential interest and effort we shall discover a comforting comradeship in solving mutual problems and achieving mutual purposes.

One of the most encouraging trends in public education today is to be found in the lengthened and improved relationships being developed between schools and the public. While all these relationships are conducive to better understanding and will ultimately result in better education for children, perhaps no kinship is being more rapidly cemented than that between school administrators, their boards of education, and their local school committees. These boards have long had legal responsibility for local school operations, but not until recently have they begun to assume the equally important leadership responsibility for better education. For years many have concerned themselves primarily with school plants and personnel; today they are increasingly extending their scope of interest to include educational policies and programs. This trend is wholesome and encouraging. When administrators guide their associates into a fair and honest discovery of total school operations, it becomes evident that there is much of which to be proud; it likewise becomes evident that there is much yet to be done. Responsible board members want to share both in the pride of accomplishment and in the work which lies ahead.

Along with school administrators, much credit is due the North Carolina School Board Association for this re-definition of responsibility inherent in the title of "board member" or "committeeman." Under the inspiring leadership of this organization all of us can find the jobs to be done and sharpen the tools with which to fashion better schools. Together we can envision and design a better program of public education for the children of our State.

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CHARLES F. CARROLL
State Supt. of Public Instruction

EDITOR
L. H. JOBE
Director, Division of Publications

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Ye Editor Comments...

Magazine Articles

In the October issue of **The Ladies' Home Journal**, a 60-page section is devoted to a discussion of the nation's schools. An editorial, a panel discussion, an opinion poll, letters from teachers, a novel, a story, two articles, and photographs are included. The stated purpose is not to present "a representative cross section or a complete solution of the problems of education today," but to stimulate people to grapple with similar problems in their own communities. One section is entitled, "What Do We Want of Our Schools?" Another section, "Let's Attack the Problems—Not the School!"

This layout of articles reveals that there is much with which educators generally can agree—and some with which they would take exception. In any event, this effort by the **Journal**, along with articles appearing in other leading national magazines, would seem to be positive evidence of results coming from the recent meeting of representatives of education with members of the Magazine Publishers Association.

Ninth Grade Statistics

What does statistical information concerning pupils enrolled in the ninth grade indicate?

In this issue we are presenting data about this grade for each of 21 years, 1931-32 to 1952-53, for white and Negro enrollment. On the basis of this statistical information certain conclusions have been drawn. Among these are: (1) The enrollment in this grade tends to become larger; (2) Membership parallels this trend; (3) The number of drop-outs in white schools has varied over the 21 years from 8.1 per cent in 1937-38 to 12.9 in 1942-43; (4) Promotions in white schools for the past five years have exceeded 90 per cent, whereas non-promotions were less than 10 per cent during these same years; (5) The percentage of daily absences in this grade since 1936-37 has ranged from 4.1 per cent in 1938-39 to 6.5 per cent in 1946-47; and (6) The relation of the enrollment in the tenth grade of the succeeding year to the ninth grade enrollment has varied from 78.7 per cent in 1942-43 to 88.0 per cent in 1937-38.

A similar analysis of the data for the Negro schools may be made and the differences and likenesses between the information for each race pointed out. Then, too, other interpretations may be made, and the study pursued to similar data for other grades. This particular grade was selected for study here, because the records show that drop-outs are higher at this point and at the tenth grade level than at any place in the pupil's progress through the public school system. Completion of the elementary school seems to be the goal of education for a great many boys and girls. And the failure to overcome the ninth grade hurdle, the first year of

What to Write About – the Child

It's time again to remind ourselves that schools are provided for the education of all children. In our democratic system of government, public education is essential to the preservation of our democracy. It is in the school that democratic concepts of free speech, free press, and the right of each individual to worship in accordance with his own free will are learned. The public schools also provide a training ground for participation in a democratic society. It is there that our children learn how to live as members of the community in which they will reside as adults. It has been found that the 3-R's contribute a great deal in achieving best results for this adult life. Other subjects and other activities also contribute values to this goal. For this reason, the schools are making strong effort to provide these various means by which the child may accomplish all that he is capable of achieving. Well-prepared teachers are necessary, more and better buildings are necessary, instructional supplies are necessary, and funds are necessary for one purpose: to provide each child with the opportunities to develop his capacities in a democratic society. Day by day, every administrator, every supervisor, every teacher, and every parent should indicate by his words and deeds that schools exist for the development of boys and girls.

Worthy Example

A history of the public schools of Jackson County has been completed recently by a committee of the county's NCEA unit.

This was a worthy undertaking, and one in which the people of Jackson County especially should take pride. It is an example which other units of the NCEA might follow with equal profit and benefit. A history of the public schools of the 100 counties, including a section on the city units within those counties where such units exist, would provide considerable interest and lasting value not only to the citizens of each respective county, but to the State's educational historical writings. Copies of such histories should then be deposited in the libraries of the State for use of present and future generations. We most heartily commend this type of activity.

high school, appears to cause a good many more to discontinue a formal education.

Is the pupil's age at this point on the educational ladder a causative factor in the creation of these results? Or is there a situation at this level in the total school curriculum which needs a new appraisal and a possible new offering for boys and girls at this beginning of the high school course? These are questions that need further study before they can be answered satisfactorily. But they should be answered.

Suggestions for Book Care Mailed to Administrators

Suggestions for teachers and principals concerning improved care of school textbooks have been mailed to principals and superintendents throughout the State. It is hoped that a real effort will be made in all schools to teach pupils ways of using books so that ultimate values are achieved and at the same time added life is given to the books. It is anticipated that each administrator will pass these suggestions to all teachers in his system.

County and city offices have been requested, insofar as is practical, to place new adoptions first in schools that have the best record of book care over a period of years.

N. C. School Bus System Provides Safe Travel for 430,000 Daily

"Over the years, student drivers have proved themselves equal to the task of transporting safely the most precious cargo that moves over the streets and highways of North Carolina," reports *Popular Government*, monthly publication of the Institute of Government in Chapel Hill.

"During the 1953-54 school year, the State's school buses travelled 44 million miles in transporting more than 430,000 school children to and from school each day. The safety record of North Carolina's school bus drivers, seven-eighths of whom are students, compares very favorably with the records of school transportation systems in other states where the great majority of the drivers are adults.

"North Carolina school bus drivers average 100,000 miles per reportable accident. Even a dented fender is reported. One measure of the success of the largely student-operated system is the fact that 20 states have studied North Carolina's system and now employ at least some student drivers."

North Carolina operates more than 7000 school buses driven by approximately 6200 student drivers and about 800 adult drivers. Over 800 of the student drivers are girls.

The wide use of student drivers saves the average county between \$10,000 and \$20,000 per month, money which can be put to work in improving school facilities and staff.

Each year the highway patrol trains 9,000 school bus drivers and checks 7,000 school bus routes each month.

Requests for Operation of Public Schools Total \$132,048,499 and \$136,862,003 for 1955-57

Request for State funds with which to administer and to aid the local units in operating the public schools for 1955-56 and 1956-57 was made on September 1.

A grand total of \$132,048,499 including cost of State administration was the amount requested by the State Board of Education and the State Superintendent of Public Instruction for the school year 1955-56. A total of \$136,862,003 was requested for 1956-57. The accompanying table gives a partial breakdown on the requests for these two years, with comparable figures for the 1953-54 and 1954-55 school years.

It will be noted that no amount is set up under the 1955-56 and 1956-57 years for Industrial Rehabilitation Maintenance. Funds were requested for this purpose and the request is included in the amount requested for Vocational Education.

The largest amount requested was for the Nine Months School Fund, this request being based on the salary schedules now in effect. Due to increased experience and to some increases in costs of items other than salaries, the estimated budgets for the biennium exceed the estimated expenditures by \$7,361,916 for the year 1955-56 and by \$11,797,783 for the year 1956-57.

Similar increases are noted in the requests for the State Board of Education and Vocational Education. A decrease was made in the request for funds for the Purchase of Free Textbooks. This was possible because new textbooks were projected in the 1953-55 budget to replace the old titles over a period of two years instead of three years as in case of the 1955-57 budget. Textbooks for other subjects are replaced on a percentage basis.

The requests for the Purchase of Buses are based on replacement each year of 600 school buses to cost approximately \$3,100 each, 100 pick-up service trucks to cost \$1,100 each, and 20 gasoline delivery trucks at an average cost of \$3,500. The total amounts requested are less than the \$2,040,000 than these purchases would cost because of an estimated income of \$30,000 annually from the sale of old bus equipment and because of a transfer of \$485,925 from the bus reserve account to the first year of the biennium. The increase requested for the Administration of State School Plant Construction, Improvement and Repair Fund was due to the combining of the two budgets, one State and the other Federal, supporting the work of this division since 1951. The Federal support was discontinued on June 30, 1954, and for the current year this work is partly financed through the use of funds (one-eighth of one per cent) from the sale of State bonds for the school building program.

Requests for funds for the administration of the Department of Public Instruction include amounts for the employment of six additional supervisors and one stenographer-clerk.

Teachers May Get Tax Teaching Kits

The U. S. Treasury Department, Internal Revenue Service, has mailed to the superintendents and principals of the State a letter calling attention to "Tax Teaching Kits" which will be available for distribution early in the session 1954-55. Along with the letter is a card requisitioning the number of these kits desired for use in the schools.

Summary of Budget Requests, 1955-57

Fund	Appropriation 1953-55		Request for 1955-57	
	1953-54	1954-55	1955-56	1956-57
Industrial Rehabilitation Maintenance	\$ 25,000	\$ 25,000	\$	\$
Nine Months School Fund				
(On basis 1954-55 salary schedules)	114,958,769	116,524,959	123,886,875	128,322,742
State Board of Education	219,540	223,584	244,630	249,287
Vocational Education	3,450,083	3,594,677	3,931,900	4,208,061
Purchase of Free Textbooks	2,413,522	2,194,228	1,882,021	1,476,862
Purchase of Buses	717,591	1,977,500	1,524,075	2,010,000
Administration of State School Plant Construction, Improvement & Repair Fund	62,623	63,603	90,037	91,637
TOTAL	\$121,847,128	\$124,603,551	\$131,559,538	\$136,358,589
Department of Public Instruction	\$ 349,860	\$ 417,897	\$ 488,961	\$ 503,414
GRAND TOTAL	\$122,196,988	\$125,021,448	\$132,048,499	\$136,862,003

Education Featured in Atlantic Monthly

The *Atlantic Monthly* for October and November will carry feature articles on education by two of America's outstanding educational leaders.

Henry I. Willett, Superintendent of Schools in Richmond, Virginia, and president-elect of the AASA, has an article in the October issue entitled, "Public Schools Under Pressure." In the November issue Sarah C. Caldwell, past president of the NEA and immediate past chairman of the Educational Policies Commission, and a teacher in the Akron, Ohio, schools, writes about "Teaching Is Hard Work."

Increasing Number Pupils Come from Other States

The number of pupils enrolled in North Carolina public schools who come from other states tends to increase, according to a compilation of such statistics made recently by H. C. West, Statistician, State Department of Public Instruction.

In 1948-49, Mr. West's compilation shows, 7,149 pupils transferred to public schools in North Carolina after they had enrolled during the term in schools of other states. This number increased to 9,012 in 1949-50, to 10,035, in 1950-51, to 10,457 in 1951-52, and to 11,422 in 1952-53, latest year for which tabulations have been completed. These figures do not include any transfer of children from other states which occurred during the months schools were not in session. Figures are not available for the number of children leaving North Carolina to enter schools in other states.

Of the 11,422 pupils who came from other states during the 1952-53 school term, 9,542 were white and 1,880 were Negro. Both of these numbers are larger than similar figures for the preceding year. In the case of Negroes, however, a larger number, 1,978, were admitted to North Carolina schools from other states during 1950-51.

The total 11,422 was divided into 10,132 elementary pupils and 1,290 high school pupils. There were 1,291 high school pupils the year before, and 1,440 of the 10,035 who came from other states in 1950-51 were admitted to high schools. The number of elementary school pupils has increased from 6,445 in 1948-49 to 10,132 in 1952-53.

North Carolina Scientists Attend Florida Workshop

Seven North Carolina educators recently attended the Southeastern Work Conference on Biology Teaching at the University of Florida in Gainesville. Those attending were: Ray Derrick, Head, Biology Department, Appalachian State Teachers College; Dr. S. E. Duncan, Supervisor Negro High Schools North Carolina Department of Public Instruction; Victor A. Greulich, Professor of Botany, University of North Carolina; Mrs. Hilda S. Halliburton, High School Teacher, Canton High School; Marcellus C. Miller, Phillips High School, Biology Teacher, Battleboro; Hollis Rogers, Assistant Professor of Botany, Woman's College, University of North Carolina; and Henry Shannon, Adviser Science and Mathematics, North Carolina Department of Public Instruction.

Nearly 100 educational leaders from 17 states, the District of Columbia, and the Canal Zone participated in this conference. The group included research biologists, high school and college teachers of biology, professional educators, representatives of State Departments of Education, and high school biology teachers.

A unique feature of the workshop was the fact that not a speech was made during the ten days; instead, authorities with diverse points of view faced each other across the table and came to conclusions which have possibilities of resulting in better teaching of the life sciences both in high schools and colleges. This functional use of group dynamics resulted in many constructive recommendations for improving the teaching of biology.

The conference was sponsored by the National Association of Biology Teachers in cooperation with the American Institute of Biological Sciences, and was made possible by a grant from the National Science Foundation. The conference was of such significance that representatives were present from the American Association for the Advancement of Science, the National Research Council and the National Science Foundation in addition to the Sponsoring Societies.

Bulletin on Athletics Distributed to Schools

"Athletics in the Public Schools" is the newest bulletin issued by the Department of Public Instruction, and is currently being distributed throughout the State. The bulletin was prepared by Dr. Jester L. Pierce, consultant in health and physical education, with the assistance of other State Department personnel and school people throughout the State.

Contents of this 40-page publication include a statement of philosophy concerning the importance of athletics in the total school program, as well as an over-all discussion of what constitutes a sound program of athletics in public schools.

Chapter three deals with recommended standards for the operation of public school athletic programs; whereas, the following chapter is a recommended code of sportsmanship for public school athletic programs.

One of the most valuable sections of the bulletin is a checklist on athletics borrowed from the widely-heralded *School Athletics, Problems and Policies*, recent publication of the Educational Policies Commission. This invaluable checklist covers the following areas: purposes of school athletics, health and welfare of athletic participants, organization and administration of school athletics, facilities for school athletics, personnel for the athletic program, intramural programs, junior high school policies and programs, interscholastic athletics for boys in senior high school, athletics for girls, financing athletic programs, and community relations.

Included in the new North Carolina bulletin are the revised regulations governing athletics as passed by the State Board of Education, July 1, 1954, as well as interpretations and explanations of these regulations.

The final chapter is a listing of various references and aids—books, pamphlets, bulletins, articles, visual aids, and sources of sports films.

Additional copies are available upon request.

Hunt Completes Study of Turnover, Loss, Mobility Among North Carolina Teachers

One teacher of each seven left his teaching position in North Carolina during the 1952-53 school year for some reason, according to a study of 29,999 teaching positions in 167 of the 174 city and county administrative units. This amounts to an over-all turnover rate of 14.4 per cent, according to Nile F. Hunt, Coordinator of Teacher Education in the State Department of Public Instruction.

The rate of turnover was higher for white teachers than for Negro teachers, the rates being 17.1 and 7.1 per cent, respectively. Teachers of secondary schools had a turnover rate of 18.8 per cent in contrast with a rate of only 12.7 per cent among teachers of elementary schools. The range of turnover was from a low of 5.9 per cent for Negro women in the elementary grades to a high of 23 per cent for white women teaching in high schools.

Homemaking was found to be the number one cause why teachers quit teaching in North Carolina's public schools. Thirty-three per cent of the

total teacher turnover was caused by the demands placed upon women teachers as wives, mothers, and homemakers. Thirty-two per cent of the turnover was due to the acceptance of teaching positions elsewhere; eight per cent entered another gainful occupation; seven per cent were not offered re-employment; five per cent either resumed formal study or entered military service; and four per cent retired.

One teacher of each twenty (5.3 per cent) left one teaching position for another *within* the State; whereas, one of each hundred left his position in the State for another *outside* the State. The rate of turnover was found to be higher for men (16.0 per cent) than for women (13.9).

This comprehensive study includes many other facts concerning the amount and cause of turnover and loss in the teaching profession in North Carolina. Complete copies of this study are available upon request.

N. C. Ranks 44th In Per Capita Income

North Carolina ranks 44th among the states in per capita income, according to 1953 figures recently released by the U. S. Department of Commerce.

The State's per capita income was \$1,097 as compared with the \$1,709 average for the nation as a whole, and with a \$1,159 average for the southeastern states. Among these latter states, North Carolina ranks seventh, being exceeded in this respect by Florida's \$1,368, Georgia's \$1,184, Kentucky's \$1,167, Louisiana's \$1,249, Tennessee's \$1,186, and Virginia's \$1,361. Only Alabama, Arkansas, Mississippi and South Carolina had a per capita income less than that of North Carolina.

Per capita income payments to individuals in the southeastern area increased 45.1 per cent from 1946 to 1953. North Carolina's per capita income payments increased 37.5 per cent during this period. Alabama, Georgia, Kentucky, Louisiana, Mississippi, South Carolina, Tennessee and Virginia each exceeded North Carolina in per cent of increase in income per capita since 1946.

Court To Hear Arguments On Segregation Dec. 6

Arguments for implementing its ruling of May 17 as to public school segregation will begin December 6 according to announcement by the United States Supreme Court.

At least six of the 17 states and the District of Columbia affected by the original decision plan to present suggestions. These six states are: Arkansas, Florida, North Carolina, Maryland, Kansas and Oklahoma. It is expected that these states will urge that segregation be eliminated on a gradual basis rather than "forthwith" in reply to question 4 propounded by the Court. They will also advocate, it is learned, that the local communities be given some voice in solving the problems of their areas.

Two other states—Virginia and Texas—plan to participate in the hearing, but will advocate the preservation of segregation. Alabama, Georgia, Louisiana, Mississippi and South Carolina will not be heard on the ground that they fear if they participate they might be morally bound to comply with the final decisions. These states are opposed to any form of desegregation.

Special School Programs Arranged for Morehead Planetarium

The 1954-55 schedule of school programs in the Morehead Planetarium is arranged to accommodate specific grade groups. The following schedule will be of interest to many school groups throughout the State.

BY ROCKET TO MARS	All Grades	July 6 - Oct. 4
STORY OF THE STARS	Grades 7-12	Oct. 5 - Nov. 8
THE SUN'S FAMILY	Grades 1-3	Nov. 9 - Nov. 22
STAR OF BETHLEHEM	All Grades	Nov. 23 - Jan. 3
REASONS FOR THE SEASONS	Grades 4-12	Jan. 4 - Feb. 7
THE SUN'S FAMILY	Grades 1-3	Feb. 8 - Feb. 21
SUN, MOON AND PLANETS	Grades 4-7	Feb. 22 - Mar. 21
EASTER THE AWAKENING	All Grades	Mar. 22 - Apr. 25
BEYOND THE SOLAR SYSTEM	Grades 7-12	Apr. 26 - May 23
THE STARS OF SUMMER	All Grades	May 24 - June 20

These programs are by reservation only every Wednesday and Thursday at eleven o'clock and two o'clock. When making reservations, schools should specify *date and time* of desired program, *name of school*, *number of pupils*, and *official in charge*. An admission charge of twenty-five cents is required of pupils in the elementary grades, 1-8, and forty cents for high school pupils, grades 9-12.

The Planetarium staff working together with H. A. Shannon, of the State Department of Public Instruction, and Lew W. Hannen, assistant superintendent of the Durham City Schools, have arranged these programs to re-enforce the material in the textbooks at the elementary and high school level and to provide a palatable introduction to science at the primary grade level.

This entire program has the endorsement and encouragement of the State Department of Public Instruction.

Suggestions for subject matter, exhibit material and coordinated school participation in the Planetarium presentations will be gratefully accepted and considered by the management.

Administrators Urged To Join National Professional Group AASA

Seeking a membership of 10,000 or more for 1955, the American Association of School Administrators, NEA, has specific plans for national emphasis on this goal in each of the states. Already the association has 9,014 members. President Jordan L. Larson, Superintendent of Schools, Mount Vernon, New York, has expressed confidence that the AASA, recognized as one of the nation's strongest professional groups, will definitely reach this goal, in view of the increased activity among state presidents of the AASA.

State Dept. Emphasizes Policy Recommending Persons for Local Positions

Professional ethics of State Department of Public Instruction personnel relative to recommending teachers, supervisors, and other educational leaders for the local level were re-emphasized at the three-day workshop sponsored for members of the Department early in September.

The policy of the Department is reflected in the following statement, tentatively approved by Division heads during the fall workshop:

"The employment of teachers and principals is the *sole* responsibility of local committees, superintendents and their boards of education, as defined in Public School Laws. Members of the Department staff recognize and respect the legal placement of authority in the exercise of this local responsibility.

"When a Department member is *requested* to comment on the qualifications of an applicant for a local school position, he should give professional appraisal, confining his comments mainly to statements of *fact* about training and school experience.

"When a Department member is *requested* to suggest possible applicants for a local school position, names should be submitted alphabetically with a statement of *training* and *experience* about each person.

"Members of the Department respect the decisions of local employing authorities and refrain from any comments which would lead to the dismissal of a local employee."

Social Studies Curriculum To Be Re-Examined by Statewide Group

Social studies teachers of the State have inaugurated a long-range study of the social studies curriculum in North Carolina, according to the following report of activities as written by Homer A. Lassiter of the State Department of Public Instruction and member of State Executive Committee of the North Carolina Council for the Social Studies. "The purpose of the study is to encourage professional growth of the teachers involved and to aid in improving the social studies program in our schools."

"Co-operating in guiding the study are representatives of the State Department of Public Instruction, the NCCSS, and the social science section of NCTA. Last spring a tentative planning committee and a smaller tentative executive committee were appointed to get the study underway. In a series of meetings the planning committee decided on the following areas of the social studies curriculum for study beginning this fall:

1. Civic responsibility and American government.
2. Geographic understandings.
3. Economic and sociological understandings.
4. Current affairs and controversial issues.
5. World history and international understandings.
6. American history, including North Carolina history.

"Each of these areas will be studied in relation to the total social studies curriculum and the total school curriculum.

"Each NCCSS district organization has selected one of the areas for study and has accepted the responsibility for organizing a study group in that district. The 1954 NCCSS summer conference program included an orientation to the Statewide study. Participants representing all levels of education discussed curriculum study techniques, raised questions about what should be studied in each of the six areas, and developed guides for use of the district groups. These guides will be available to each district during the fall.

"It is felt that the main values of the study will result from teacher participation; for this reason, all who are concerned with the social studies program in North Carolina are urged to participate in the study."

Educational Journalists Have Responsibility for Helping Teachers

Teachers, with their personal and professional wants, deserve that kind of educational journalism which, to some degree, satisfies their needs, according to Frances Mayfarth, associate professor, School of Education, New York University, in a speech delivered at the annual meeting of the NEA. Education writers definitely have a responsibility for helping teachers achieve their desires.

In a recent study, stated Dr. Mayfarth, some 500 teachers revealed their personal wants:

- To become better teachers and to move ahead in their profession. And moving ahead in their profession for most of them does not mean to become high school teachers or principals or supervisors but better teachers of children.
- To provide better homes and better education for their children and this means comfortable not luxurious homes and better public education, not private.
- To have more time to read and to see plays and to have guests in their homes. To travel and to live in other communities and sample other parts of the world.
- To have a little more time for themselves and a little more privacy.
- To have somebody to talk to so that they may be sure the decisions they make for themselves and their children are the right ones. To find some security in an insecure and uncertain world.

By way of professional help, these teachers indicated that they want help in understanding children's behavior—how to interpret this behavior and direct it into socially acceptable and useful channels, commensurate with ability and maturity. Teachers also want help in organization and management of classroom affairs; they want help in getting along better with adults in professional life; and they want aid in how to move from the role of teaching as telling to teaching as guiding; and, finally, they want help in learning conditions under which learning best takes place.

North Carolina State Library,
Raleigh

Statistics Show Ninth Grade Enrollment 30,000 Greater Than 21 Years Ago

Data Indicate Other Trends

Enrollment in the ninth grade, now the first year of the four-year high school course, has increased from a total of 35,573 in 1931-32 to 65,624 in 1952-53, or more than 30,000 during this 21-year period. The trend has not been constant during these years, but since 1944-45 in the case of white pupils and 1942-43 in the case of Negroes, an upward tendency is observed.

The table below presents these enrollment statistics, together with data concerning related items—all regarding the ninth grade. An analysis of these data shows the following:

1. Enrollment of white children increased from 30,271 in 1931-32 to 47,991 in 1952-53, an increase of 17,720 during the 21-year period or 58.5 per cent increase. Average yearly increase was 844. The increase has been almost constant except for World War II years when there were fewer ninth grade students than preceding years.

2. Ninth grade enrollment for the Negro schools increased from 5,302 in 1931-32 to 17,633 in 1952-53, an

increase of 12,331 for the entire period considered. This represented a 232.6 per cent increase, or an average yearly increase of 587.

3. Membership, those students on the roll on the last day of school, likewise increased for both races over the 21-year period. The trend paralleled that of enrollment, and the percentage of increase was approximately the same as that of enrollment in the case of white students and slightly less for Negroes.

Drop-outs, Promotions, Non-Promotions

4. The number of drop-outs, those students who left school once they enrolled, increased during the 21 years as would be expected for a larger enrollment.

In the case of white students, however, it will be noted that the percentage of drop-outs varies—from 8.1 per cent of the total enrolled in 1937-38 to 12.9 per cent in 1942-43. In 1952-53 this percentage was 9.1 per cent, one per cent less than the preceding year, and approximately the same as for 1931-32.

In the case of Negro students, the percentage of drop-outs varies to some extent, but in recent years this percentage has been greater than was true prior to 1946-47. The range for the 21 years is from 6.1 per cent in 1938-39 to 12.0 in 1947-48. In 1951-52 and 1952-53 there was an identical percentage, 10.1, of drop-outs for this race.

5. The number of promotions, too, has increased over the years for both races as would be expected with increased enrollments in this grade. Conversely non-promotions have decreased.

In the case of whites the percentage of promotions increased from 81.9 in 1931-32 to 91.5 in 1952-53. Recent years show better than 90 per cent promotions for the grade. Corresponding decreases during the years were made in the percentage of non-promotions.

For Negroes, the number and percentage of promotions have also increased since 1931-32. The percentage varied from 76.6 in 1931-32 to 87.0 in 1949-50. For the past five years it has been between 86 and 87 per cent. Non-promotions, on the

other hand, have tended to decrease to where the percentage is now between 13 and 14.

ADM, ADA and ADAences

6. Records for this group of figures begin with the year 1936-37. Average daily membership and average daily attendance are greater now than that year. Average daily absences are greater also, both in number and percentages for both races.

In the case of white students the percentage was less than five per cent during early years given in the table. During recent years this percentage has been around six per cent, a little less or a little more.

In the case of Negroes, the percentage of average daily absences for this grade was about six per cent, but for recent years this percentage has increased to 7-9 per cent.

Relation to Tenth Grade

The last part of the table presents the enrollment for the tenth grade for the following year and the relation in terms of percentage that this enrollment bears to the ninth grade of the preceding year. As these percentage figures show, there seems to be no fixed relationship or trend over the years. For white students the range is between 78.7 and 88.0 per cent, whereas the percentage for Negro students falls within the 74.9 to 82.0 range.

1931-32	30,271	27,537	2,734	0.0	22,807	81.0	4,809	16.6	-----	-----	-----	-----	1933-34	26,761	82.1
1933-34	32,794	28,851	3,943	12.0	23,982	83.1	4,870	16.9	-----	-----	-----	-----	1934-35	27,072	82.6
1934-35	34,278	30,677	3,601	10.5	25,783	84.0	4,894	16.0	-----	-----	-----	-----	1935-36	28,757	83.9
1935-36	36,726	32,730	3,996	10.9	27,433	83.8	5,297	16.2	-----	-----	-----	-----	1936-37	30,779	83.8
1936-37	37,666	34,040	3,626	9.6	28,604	84.0	5,436	16.0	35,507	33,809	1,698	4.8	1937-38	32,170	85.4
1937-38	39,067	35,904	3,163	8.1	30,365	84.6	5,539	15.4	37,216	35,591	1,625	4.4	1938-39	34,374	88.0
1938-39	41,776	38,225	3,551	8.5	32,674	85.5	5,551	14.5	39,579	37,960	1,619	4.1	1939-40	36,442	87.2
1939-40	42,862	38,983	3,879	9.0	33,171	85.1	5,812	14.9	40,518	38,715	1,803	4.5	1940-41	37,165	86.7
1940-41	42,848	38,939	3,909	9.1	32,979	84.7	5,960	15.3	40,529	38,671	1,858	4.6	1941-42	36,413	85.0
1941-42	40,784	36,664	4,120	10.1	31,146	84.9	5,518	15.1	38,471	36,792	1,679	4.4	1942-43	34,566	84.8
1942-43	39,573	34,469	5,104	12.9	29,601	85.9	4,868	14.1	36,532	34,617	1,915	5.2	1943-44	31,144	78.7
1943-44	39,179	34,733	4,446	11.3	30,364	87.4	4,369	12.6	36,541	34,516	2,025	5.5	1944-45	31,772	81.1
1944-45	36,934	32,514	4,420	12.0	29,009	89.2	3,505	10.8	34,396	32,514	1,882	5.5	1945-46	30,734	83.2
1945-46	39,424	35,047	4,377	11.1	31,409	89.6	3,638	10.4	36,824	34,580	2,244	6.1	1946-47	32,885	83.4
1946-47	40,821	36,516	4,305	10.5	32,644	89.4	3,872	10.6	38,234	35,759	2,475	6.5	1947-48	34,546	84.6
1947-48	41,432	36,786	4,646	11.2	32,869	89.4	3,917	10.6	38,775	36,282	2,493	6.4	1948-49	34,224	82.6
1948-49	42,919	38,747	4,172	9.7	35,070	90.5	3,677	9.5	40,427	38,114	2,313	5.7	1949-50	36,742	85.6
1949-50	46,520	41,073	4,447	9.8	37,172	90.5	3,901	9.5	42,866	40,340	2,526	5.9	1950-51	38,307	84.2
1950-51	45,587	41,534	5,053	10.8	37,616	90.6	3,918	9.4	43,653	41,070	2,583	5.9	1951-52	39,018	83.8
1951-52	46,938	42,182	4,756	10.1	38,632	91.6	3,550	8.4	44,109	41,320	2,789	6.3	1952-53	40,050	85.3
1952-53	47,991	43,600	4,391	9.1	39,894	91.5	3,706	8.5	45,322	42,533	2,789	6.2	1953-54	-----	---

N E G R O

1931-32	5,302	4,394	368	6.9	3,780	76.6	1,154	23.4	-----	-----	-----	-----	1932-33	4,347	82.0
1932-33	5,892	5,390	502	8.5	4,345	80.6	1,045	19.4	-----	-----	-----	-----	1933-34	4,690	79.6
1933-34	6,520	5,949	571	8.8	4,664	78.4	1,285	21.6	-----	-----	-----	-----	1934-35	5,036	77.2
1934-35	7,177	6,553	624	8.7	5,365	81.9	1,188	18.1	-----	-----	-----	-----	1935-36	5,484	76.4
1935-36	7,844	7,128	716	9.1	5,721	80.3	1,407	19.7	-----	-----	-----	-----	1936-37	6,127	78.1
1936-37	8,557	7,878	679	7.9	6,281	79.7	1,597	20.3	7,990	7,487	503	6.3	1937-38	6,509	76.1
1937-38	9,047	8,394	653	7.2	6,662	79.3	1,732	20.6	8,512	7,975	537	6.3	1938-39	7,333	81.1
1938-39	9,628	9,049	579	6.1	7,017	77.5	2,032	22.5	9,141	8,607	534	5.8	1939-40	7,811	81.1
1939-40	10,698	9,996	702	6.6	7,822	78.3	2,174	21.7	10,059	9,458	601	6.0	1940-41	8,376	78.3
1940-41	11,763	10,812	951	8.1	8,342	77.2	2,470	22.8	11,062	10,330	732	6.6	1941-42	9,116	77.5
1941-42	11,547	10,599	948	8.2	8,401	79.3	2,198	20.7	10,794	10,065	729	6.8	1942-43	9,167	79.4
1942-43	11,195	10,244	951	8.5	8,123	79.3	2,121	20.7	10,516	9,734	782	7.4	1943-44	8,608	76.9
1943-44	11,323	10,338	985	8.7	8,351	80.8	1,987	19.2	10,592	9,832	760	7.2	1944-45	8,480	74.9
1944-45	11,336	10,345	991	8.7	8,550	82.6	1,795	17.3	10,586	9,758	828	7.8	1945-46	8,938	78.8
1945-46	12,336	11,286	1,050	8.5	9,288	82.3	1,998	17.7	11,553	10,564	989	8.6	1946-47	9,700	78.6
1946-47	13,593	11,969	1,624	11.9	9,998	83.5	1,971	16.5	12,413	11,131	1,282	10.3	1947-48	10,602	78.0
1947-48	13,975	12,304	1,671	12.0	10,320	83.9	1,984	16.1	12,825	11,660	1,165	9.1	1948-49	10,867	77.8
1948-49	14,941	13,371	1,570	10.5	11,540	86.3	1,831	13.7	13,821	12,681	1,140	8.2	1949-50	12,221	81.8
1949-50	16,313	14,650	1,663	10.2	12,742	87.0	1,908	13.0	15,218	13,982	1,236	8.1	1950-51	13,238	81.2
1950-51	17,026	15,228	1,798	10.6	13,150	86.4	2,078	13.6	15,860	14,684	1,176	7.4	1951-52	13,668	80.3
1951-52	17,254	15,516	1,738	10.1	13,405	86.4	2,111	13.6	16,082	14,706	1,376	8.6	1952-53	14,067	79.8
1952-53	17,633	15,845	1,788	10.1	13,761	86.8	2,084	13.2	16,406	14,937	1,469	9.0	1953-54	-----	---

State Signs for Special School Milk Program

North Carolina school children will get more milk to drink, and the State's dairy farmers will sell more milk, under an agreement with the U. S. Department of Agriculture signed recently by Dr. Charles F. Carroll, State Superintendent of Public Instruction.

Signing of the plan of operation adds the Tar Heel State to the states taking part in the USDA program to increase consumption of milk by children in high school grades and below.

This special school milk program was established by Congress under the Agricultural Act of 1954. Congress provided that beginning September 1 and continuing through the end of June, 1956, funds not to exceed \$50,000,000 annually shall be used in the milk program. North Carolina's apportionment of these funds is \$2,330,856.

To increase consumption, USDA's Agricultural Marketing Service will reimburse the State and the State will reimburse the schools for part of the cost of additional milk they serve to children. To compute additional servings, a "base" has been set for each school, representing normal consumption during the last school year.

According to Mrs. Anne W. Maley, State Supervisor of the School Lunch Program, schools which did not serve milk last year will be reimbursed at a rate up to 3 cents per half-pint for milk they serve under the school milk program. Schools which have been serving milk will be reimbursed at the rate of 4 cents per half-pint for all the additional milk they serve over their "base" consumption. This higher rate recognizes that consumption increases may be more moderate in schools which already have milk service, and that these schools must divide all reimbursement received among all milk servings, including their original "base" consumption.

All non-profit schools of high school grade and below are eligible to take part in the program. Participating schools must agree to operate their milk and food service on a non-profit basis, and to serve fluid whole milk, including flavored whole milk, which meets local and State standards for butterfat and sanitation. Milk served under the program will be bought by schools directly from local dairies and distributors.

Full details of the new program have been mailed to all school administrators, along with the necessary forms

for making application to take part in the program.

The new program will benefit North Carolina's school children by making more milk available to them. Drinking more milk will provide immediate health benefits, and build firm health foundations for adult life. The program will also provide immediate and long-range expansion in dairy markets. More of the current production of the State's dairy farms will be moved into consumption, and broader markets will be developed for the future as the habit of drinking milk is established among more children.

Three R's Better Taught Than In "Good Old Days"

Data compiled from records of educational offices throughout the Nation indicate that "public education today is the best it has ever been in spite of enormously increased enrollments."

Today's schools, according to scientific findings, are teaching reading, writing, and arithmetic better than at any time in their history. In a number of school systems throughout the Nation tests in these areas given twenty-five and thirty years ago have recently been given pupils of the same age, intelligence, and family background in the same school systems with gratifying results.

In the area of reading, results have shown modern pupils to be seven months to a year and a half ahead of pupils of twenty-five or thirty-years ago. In written and oral English many modern students are as much as two years ahead of their counterparts. In arithmetic, the modern child is also ahead of his counterpart.

But—in spelling, the pupils of a quarter of a century ago had the edge on modern students in comparative tests. "The explanation for children's poor showing in spelling today seems to be that methods of teaching it have not kept pace with those of teaching reading," states the article in Kiplinger's Magazine.

"If you hear disquieting rumors about the quality of education your children are getting, don't brood over the rumors and don't spread them. Arrange to go right down to the school. Poke around. Ask questions. . . Chances are you will conclude that you do not have to worry about the schools basically."

Ask Yourself These Questions When Judging Controversial Articles

Yardstick questions for judging controversial articles were included in a recent issue of "Scholastic" magazine, along with an analysis of several magazine articles which have provoked national discussions.

These questions may be of interest to school people in the State who do not regularly see the "Scholastic":

1. Is the author competent?
2. Is the magazine a responsible one?
3. Is the tone of this article sensational?
4. Do the title, sub-titles, and illustrations accurately apply to the text?
5. Is the evidence presented factually correct, adequate, and the best available?
6. Are propaganda techniques in evidence?
7. Are those whose opinions are quoted identified and qualified to give valid testimony?
8. Does the author distort or omit essential evidence to prove his point?
9. Are constructive suggestions made for improving conditions complained of?
10. If the proposals advanced by author were made effective would the schools be improved?

Classes Should Combine Requests for Booklets

The flood of individual pupil requests to various State agencies and chambers of commerce for booklets and other information is so great that the agencies are requesting the schools to combine their requests of this kind into one for the class or school as a whole.

In one state, Wisconsin, in order to meet this problem a policy was adopted as follows: "Effective April 15 and thereafter only those requests submitted by the classroom teacher or by one person designated by that teacher will be filled. It is suggested that this material become the property of the school for further reference use." North Carolina schools may well adopt this policy in order to make better use of the available material and at the same time decrease the cost of mailing such materials.

VFW Auxiliary Sponsors Contest

"What Civil Defense Means to Me" is the title of the National Essay Contest sponsored this year by the Ladies Auxiliary to the Veterans of Foreign Wars.

This is the twentieth year that this contest has been sponsored by the VFW Auxiliary. It has the endorsement of the National Association of Secondary School Principals.

Prizes range from a first prize of \$1000 and a gold medal to ten prizes of \$5 each. Students enrolled in the 9th, 10th, 11th and 12th grades are eligible to compete. Essays must be no more than 1000 words in length.

Further information may be obtained from the chairman of local units of the Auxiliary, or by writing National Headquarters, 406 West 34th St., Kansas City 11, Missouri.

Use of Picture Series May Encourage Discussion of Adolescent Problems

Focus on Choices Challenging Youth is the title of a discussion kit prepared for use among adolescent youth in schools, churches, synagogues, and community organizations. This kit, first in a series prepared by the National Conference of Christians and Jews, Inc., provides a means for effectively bringing out basic attitudes of youth involved in typical situations.

The kit is composed of five copies of six different pictures in black and white. Each picture was drawn to illustrate one of many moral dilemmas faced by today's adolescents. The pictures themselves do not point a moral.

The kit is designed for use in groups of not over 40; each sub-group may use one picture, thereby facilitating the creation of interest and discussion. On the back of each picture is a series of discussion questions intended to elicit thoughtful consideration by each individual of the moral problem as seen by him in each picture. As planned, each picture will need at least one hour or more for fruitful discussion.

Many teachers may find this educational technique and this particular kit suitable for adolescents with whom they work.

The cost of each kit is twenty-five cents, since the NCCJ has subsidized the cost of production. Address: 381 Fourth Avenue, New York 16, N. Y.

How Willing Are Educators

To Be Professional?

Criteria for determining the professional status of various groups, including the teaching "profession," are presented in the *Michigan Education Journal* in an article entitled, "How Willing Are You to be Professional?"

Mr. Robert Hurley, assistant superintendent of the Berkley Public Schools, writes as follows:

"As teachers we like to think of ourselves as members of the largest profession in the country; yet at times we doubt our professional status. There are certain measures of what constitutes a profession which can be applied to all efforts. There may be more, but listed below are six measurements of professional status. Let us examine them:

"1. A profession controls the selection of those who may seek to enter into its preparation, and it also controls the required preparation.

"2. A profession controls entrance to actual practice of the profession through control of certification of those desiring to take up the practice of the profession.

"3. A profession adequately polices the membership of the profession through acceptance of a code of ethics

and has the power to discipline its membership; when deemed necessary the profession can prevent further practice of the profession by the withdrawal of certification.

"4. A profession has a technical body of knowledge which is gained both by text and laboratory study, but also requires an adequate internship before practice is allowed.

"5. A profession displays its evidence of preparation to practice and its legal certification where it practices its profession.

"6. A profession takes pride in its efforts."

Concluding the article, Mr. Harley states:

"Teachers complain that the public does not have the proper respect for them. They feel that the public does not accept them or assign them the proper status in life. If this condition is true, no one but teachers can change it. If it is true, what are teachers doing to change it? If teachers do not have pride in their own profession and work, how can they expect the rest of the world to look up to them? Let's get our own house in order."

Hunt Emphasizes Need for Positive Approach to Teacher Recruitment

In an effort to secure additional and accurate information from each high school in the State concerning the status of last year's graduates and what is being done to acquaint students with the possibilities of various careers, especially teaching, Nile F. Hunt, coordinator of teacher education in the State Department of Public Instruction, has sent a brief questionnaire to each high school in the State.

It is the feeling of the State Department that young people must be thoroughly acquainted with the opportunities and satisfactions to be found in teaching before many of them will seriously consider its possibilities. In view of the fact that negative aspects of teaching have so often been emphasized, many educational leaders agree that a dynamic and positive approach—continuous in nature—is necessary before the teacher shortage situation is materially changed.

It is hoped through this brief questionnaire to determine which schools are approaching the choosing of careers in such a manner and which schools have Future Teacher of America Clubs.

The State Department is particularly interested in working with school people and others throughout the State in determining how best to work with young people who have an interest in teaching; and how best to engender interest among other students in this profession. Many people feel today, declares Mr. Hunt, that the problem of teacher shortage will likely be solved only as local communities assume co-operative responsibility for assisting with teacher recruitment.

"In North Carolina, there's every reason to believe that schools, colleges, industry, and other agencies will tackle the problem of teacher recruitment co-operatively and intelligently," declared Coordinator Hunt.

State Parks May Be Used for Instructional Purposes

North Carolina State parks are available to schools for instructional purposes, according to Thomas W. Morse, Superintendent of State Parks of the Department of Conservation and Development.

There are 17 State parks, nine being scenic, nine recreational and nine historical, Mr. Morse stated. These parks, their county locations, and headquarters addresses are as follows (S—scenic; R—recreational; H—historical):

Cliffs of the Neuse, Wayne, S and R, Seven Springs, R.2

Crabtree Creek, Wake S and R, Cary.
Fort Macon, Carteret, S, R and H, Atlantic Beach

Hanging Rock, Stokes, R, Box 126, Danbury

Jones Lake, Bladen, S and R, Elizabethtown

Morrow Mountain, Stanly, S and R, Albemarle, R. 2

Mount Mitchell, Yancey, S, Box 364, Marion

Reedy Creek, Wake, S and R, Cary.
Singletary Lake, Bladen, R, Elizabethtown

Pettigrew, Washington and Tyrrell, S, and R and H, Creswell

Battle of Alamance, Alamance, H, Alamance

Charles B. Aycock Birthplace, Wayne, H, Fremont

Brunswick Town, Brunswick, H, Wilmington

James Iredell House, Chowan, H, Edenton

Rendezvous Mountain, Wilkes, H, North Wilkesboro

Town Creek Indian Mound, Montgomery, H, Mt. Gilead

Tryon Palace, Craven, H, New Bern

School groups planning to visit any of the first nine parks listed may write the park superintendent concerning arrangements; the park ranger should be consulted in the case of Pettigrew and Town Creek Indian Mound. Frequently, the ranger or other official may furnish the visitors with valuable and interesting information about the park. For example, the Town Creek Indian Mound, established as a park in 1937, includes the restoration of a 400-year old Indian town center. If notified in advance, the ranger will arrange to be present to explain this archeological work. Information concerning the State's parks may be obtained from the State office in Raleigh.

Evaluation Handbook Distributed to Principals

Single copies of "A Guide to the Evaluation of Educational Experiences in the Armed Services" were scheduled to be sent to high school principals during September. This volume is being distributed, without charge, by the Commission on Accreditation of Service Experiences of the American Council on Education. Additional copies will cost five dollars.

This publication, together with the statement on pages 127 and 128 of the *Handbook for Elementary and Secondary Schools*, will enable principals to evaluate the educational experiences of men who are in the service in order to determine whether high school credit should be granted for these experiences.

Rehabilitation Program May Be Expanded

New Federal legislation signed on August 3 by the President presents a tremendous opportunity to North Carolina to rehabilitate more of its disabled men and women into gainful employment, it was stated recently by Chas. H. Warren, Director of the Division of Vocational Rehabilitation, State Department of Public Instruction.

"The burden of dependency—almost half a billion dollars a year nationally—which results directly from disability has grown so great that the Congress passed a new law to help the States expand their Vocational Rehabilitation programs promptly and progressively," Warren said. "For instance, the number rehabilitated over the nation each year has been averaging about 60,000; the President has called for and the Congress has endorsed a program to increase this to 200,000 annually by 1959.

"In North Carolina we rehabilitated 2,530 disabled people last year—that is, we relieved them of enforced idleness and transformed them into self-reliant citizens who are earning their livings instead of living, as most of them were, on public or private charity. If we meet the goals set by the President and the Congress, that will mean that we must increase the number rehabilitated each year to 8,430 in 1959. In other words, we must multiply our efforts in North Carolina by many times over anything we have ever done before.

"Sick-Leave" Pamphlet Newest in AASA Series

Administering a Sick-Leave Program For School Personnel, sent to AASA members in late September, is the newest in the Association's series of special pamphlets. It is intended as a guide to school boards and administrators for establishing a sick-leave policy, or sharpening up an existing program. It presents information about prevailing practices and generally approved policies and procedures. Placing copies in the hands of board members, responsible staff persons, and teacher committees should prove helpful in solving problems of personnel administration.

Additional copies may be ordered from AASA. (24 p. 50 cents, with quantity discounts.) Address: American Association of School Administrators, NEA, 1201 Sixteenth Street, N. W., Washington 6, D. C. (Reprinted from *The School Administrator*, official organ of the AASA.)

"Vocational Rehabilitation pays a big profit. In ten years under the law which we have followed until this new act was passed, the States and the Federal Government combined have spent \$227 million on Vocational Rehabilitation. During that same period they spent something like \$4 billion for public assistance to support disabled people and their dependents. We can reduce this by rehabilitating more people.

"We have rehabilitated more than half a million disabled people in that decade—returned them to work. They increased their earnings by more than \$3 billion. They have paid Federal income taxes of \$298 million. The Federal taxes alone are 31 per cent above the total expenditures for rehabilitation; 89 per cent above the Federal cost and 328 per cent above the State cost.

"It is going to cost more money to increase the numbers rehabilitated, but we have about 50,000 disabled people in this State who cannot make their living unless they get rehabilitation services. It will cost us more to neglect them than to rehabilitate them, however. If we rehabilitate them, they will pay a profit in taxes, purchasing power and productive energy. I hope the people of our State will give serious consideration to this problem and will rally to the support of an expanded Vocational Rehabilitation program as a means of saving both people and money."

Students To Discuss Role of UN and Peace

"The Role of the United Nations in the Building of World Peace" will be the subject for discussion in this year's High School World Peace Study and Speaking Program, it was announced recently by E. R. Rankin, director of the program.

All high schools of the State are invited to register for this annual program, which is sponsored by the University of North Carolina Extension Division. The contest provided for in the program is local in nature and may be held in the school at any convenient time during the school year.

Each high school registering for the program will be furnished one "World Peace" gold key to be awarded as the prize to the winning speaker, and 20 copies of the Peace Handbook, now in press.

Interest has been shown in this activity since the idea of a High School World Peace Study and Speaking Program was proposed eight years ago by Oscar K. Merritt, Mount Airy businessman. Since the beginning of this program in the school year 1946-47, 1635 high schools have participated.

Governor William B. Umstead and State Superintendent of Public Instruction Charles F. Carroll have given the program high commendations.

38,000,000 Enrollment Estimated for 1954-55

Thirty-eight million children and young people will be enrolled in the Nation's schools and colleges during 1954-55, according to Dr. S. M. Brownell, U. S. Commissioner of Education. This estimate is based on an annual survey conducted by the Office of Education on prospective school enrollments.

Enrollment for 1954-55 in public elementary schools, including kindergartens, is estimated at 24,091,500; private and parochial elementary schools, including kindergartens, 3,506,200; public secondary schools, 6,582,300; private and parochial secondary schools, 774,800; higher education 2,533,000.

The upturn in number of pupils and students represents an advance for the tenth consecutive year, according to Dr. Brownell. The number of prospective enrollees represents 23 per cent of the country's total population.

Resource-Use Conferences Planned by Negro College

Eleven area resource-use education conferences will be held during the months of October and November in various sections of North Carolina, according to an announcement made recently by Dr. Theodore R. Speigner, Director of the Division of Resource-Use Education, North Carolina College in Durham.

The area resource-use education conferences are designed primarily to help supervisors, principals, teachers, and students explore community resources to enrich instruction and to improve the quality of living.

Area steering committees have been planning for the area conferences, since April of this year, when a leadership training workshop was held at North Carolina College in Durham for officers and members of the program committees of area resource-use conferences.

The first resource-use education conference was held in Whiteville, October 14. Theme of the conference was "Improving Health Through Our Resources."

Annual Meet for Supervisors Arranged for November

"Strengthening Relationships in Supervision" will be the theme of the annual NCEA conference of supervisors and directors of instruction, which will take place in Southern Pines, November 14-16. Chief consultant for the three-day meeting will be Dr. Jane Franseth, of the Department of Health, Education, and Welfare, Washington, D. C.

At the first general session on Sunday night Dr. Franseth will speak on "What Is Good Supervision?" Others participating in this opening session will be Dr. Arnold Perry, Dean of the School of Education, University of North Carolina; Dr. Charles F. Carroll, State Superintendent of Public Instruction; Mrs. Emily McC. Butler, president of the NCEA division of supervisors and directors of instruction; A. B. Combs, Director of the Division of Elementary and Secondary Education; A. C. Dawson, superintendent Southern Pines School; and Mrs. Jean Wood, soloist. Julia Wetherington, Associate in the Department of Public Instruction, will be in charge of an orientation meeting for all new supervisors.

Dr. Allan S. Hurlburt, Assistant State Superintendent, will deliver the keynote address at the Durham conference, October 20. Theme of this meeting will be "Implementing Instruction Through Resource-Use Education."

Future meetings definitely scheduled at this time include the following:

October 23	Wilson County
October 28	Roxboro
October 28	Sanford
November 5	Red Springs

Other dates will be announced later.

North Carolina College in Durham sponsors and directs its resource-use education program in more than fifty North Carolina counties. Through its division of resource-use education, resource-use education workshops are conducted in many cities and counties in the State for teachers.

Annually, the college sponsors a State-wide North Carolina resource-use education conference at Durham.

During the Monday morning session, presidents of organizations for supervisors in the six NCEA districts will report on activities under way and plans for improvement.

During the conference Dr. Allan S. Hurlburt, Assistant Superintendent of Public Instruction, will serve as moderator of a panel; Mrs. Carrie Abbott, Supervisor in Swain County, will discuss the Southern States Work Conference. Dr. Franklin McNutt, dean of the graduate school, Woman's College, will address the group on "Breaking Down the Barriers in Human Relations"; and James Manning, Superintendent of the Martin County Schools and president of the division of superintendents. NCEA, will speak on "Strengths and Weaknesses of the N. C. Program of Supervision."

Forestry Brochure Available

A brochure detailing methods of obtaining undergraduate and graduate education in forestry at the South's five accredited schools of forestry is available on request from the Southern Regional Education Board, 830 West Peachtree Street, N.W. Atlanta, Georgia. It is entitled "Education for Forestry in the South."

History of Certification Reviewed by Hillman

The history of teacher certification in North Carolina dates back to 1897, when a State Board of Examiners was created, according to Dr. James E. Hillman, Director of the Division of Professional Service for the State Department of Public Instruction, who recently made a study of this subject.

This Board continued to operate until 1917, when another board, known as the State Board of Examiners and Institute Conductors, was created by the General Assembly. This organization was similarly abolished in 1921, when the General Assembly placed teacher education and certification in the hands of the State Board of Education. Created at the same time, in the State Department of Public Instruction, was the Division of Teacher Training and Certification, the agency responsible for carrying on this work. Thus, since 1921, the State Board of Education and the State Department of Public Instruction, through what is now the Division of Professional Service (the name was changed in 1934), have been legally responsible for teacher education and certification.

Since 1921, all requirements in the certification of teachers have been approved and authorized by the State Board of Education; nevertheless, the pattern of teacher education and certification prevailing in North Carolina is the result of the cooperative effort of the State Department of Public Instruction, public school personnel, colleges and universities, and the State Board of Education. The procedure which has been employed is this:

1. The Board relies upon the State Department of Public Instruction to see that proper studies are made from time to time in all matters relating to teacher education and certification.
2. The State Department of Public Instruction employs the democratic procedure in its studies. The studies have been both State-wide and National, in nature and scope, involving representative public school personnel, colleges and others.
3. Because any and all proposals and ideas relating to teacher education and certification can be implemented only through the cooperation of the colleges, results of the studies relating to teacher education and certification are presented to the colleges for their information and for their formal action. The North Carolina College Conference was organized in

1920, and the Conference Committee on Collaboration with the State Department of Public Instruction is the committee responsible for bringing these matters to its attention. Similar procedures are used in relationship with the Negro College Conference.

4. Recommendations of the College Conferences are then presented to the State Superintendent of Public Instruction, who in turn transmits such recommendations as he approves to the Professional Committee of the State Board of Education, which in turn presents its recommendations to the Board for formal action.

Industrial Arts Advisory Committee Begins Study in Six Allied Areas

Activity is already underway by the State advisory committee on industrial arts, composed of sixteen teachers, supervisors, principals, and superintendents, and five ex-officio members from the State Department of Public Instruction. The committee was appointed by State Superintendent Charles F. Carroll during the past school year. Nile F. Hunt, Coordinator of Teacher Education in the State Department of Public Instruction, and ex-officio member of the group, was chosen chairman of the committee at its organizational and planning meeting in the spring.

Six sub-committees are now making plans: 1. for advising architects and school administrators on shop planning and equipment selection; 2. for promoting an in-service training program of teachers; 3. for suggesting ways and means of recruiting students interested in industrial arts teaching; 4. for promoting adequate supervision of industrial arts on the State level; 5. for helping with problems related to State certification of industrial arts teachers; and 6. for helping devise an effective plan for the selection of State adopted textbooks in industrial arts.

Hunt, in discussing possibilities of this advisory committee, evinced enthusiasm over the interest and hard work already displayed by its members. "There's a strong feeling among the teachers and leaders of this profession that such a committee will serve a very useful purpose in clarifying the position of industrial arts in general education in the State," declared Chairman Hunt.

National Study Underway On Teacher Supply-Demand

Through the office of Dr. James E. Hillman, Director of the Division of Professional Service, the State Department of Public Instruction is cooperating in a national study of teacher supply and demand. This study is made annually, and every effort is made through its director, Dr. Ray C. Maul, to refine the instruments for gathering information in order that results will be increasingly accurate.

Data from this study will be organized and analyzed and later printed for distribution as "The 1955 Teacher Supply and Demand Report."

The ultimate goal of this working committee, according to Hunt, is to prepare a handbook in industrial arts for the public schools of North Carolina. Since there is no State supervisor of industrial arts, the committee hopes to serve as a coordinating agency between industrial arts teachers, school administrators, teacher-education institutions, and the State Department of Public Instruction. The committee hopes, also, to advise on matters dealing with curriculum through possible conferences and workshops and through its proposed handbook.

Members of the committee include Thomas J. Haigwood, Jr., president of the N. C. Industrial Arts association; Robert Bridgman; Henry E. Bruton; Clyde P. Richman; C. M. Hamilton; Dean B. Davis; Frank E. Briley; Marshall L. Schmitt; Kenneth L. Bing; Rodney L. Leftwich; Ivan Hostetler; James D. Gault; Joseph M. Johnston; Ralph Brimley; H. M. Roland; and R. R. Morgan. Ex-officio members are Nile F. Hunt, A. B. Combs, Allan S. Hurlburt, J. Warren Smith, and Murray D. Thornburg.

Teachers May Enter Contest

Fifty cash prizes totaling \$1,000 and 500 merchandise prizes valued at \$2 each are being offered by The Instructor Magazine for the best accounts of trips taken by teachers since November 1, 1953. The contest closes October 25, 1954. Articles must contain 1000 to 1200 words. Further information may be obtained from Travel Editor, The Instructor, Danville, New York.

The Attorney General Rules . . .

Tort Liability of Local School Authorities

In reply to inquiry: In your letter of September 9th you pose the following questions:

"Point one, if a teacher in making use of her car for the purpose of going to and from school, or to attend teachers' meetings in the city or elsewhere, would we be liable for any damage that might result from an accident?

"Point two, the principals of the schools, supervisors, and the director of the cafeterias frequently use their cars in going from one school to another and in making home visits and things of that nature. They are not required by us to equip themselves with a car, but the majority of the personnel do make use of their cars for their convenience in the discharge of their duties. We want to know if _____ schools would incur any liability in the personnel of the schools using these vehicles in case of an accident.

"Point three, would we be liable, under the North Carolina Law, if at the request of the teacher, we allocated a portion of her salary for travel where it is actually used for travel in the discharge of her duties. (As a specific case, home economics teachers visit their pupils. They receive a very nominal amount for travel.) In making this allocation, would we be assuming any liability in case of an accident?

"Point four, where part of a teacher's salary is paid by state and part by local, if there is a liability incurred on the part of the city schools, would there be a division of cost in insuring that liability."

In the case of *SMITH v. HEFNER*, 235 N. C. 1, our Supreme Court held that in the performance of governmental duties involving the exercise of judgment and discretion a public official is clothed with immunity for mere negligence and may be held liable only if his act or failure to act is corrupt or malicious or if he acts beyond the scope of his duties. In that case the trustees of the _____ Administrative School Unit had provided an athletic field for games and exhibitions with grandstand and other seating facilities and had rented the field to a baseball club when the field was not needed for school purposes. A patron at a baseball game was killed when a stack of cement blocks

fell on him. The court followed several earlier North Carolina cases in holding that under such circumstances a public official may not be held liable in damages unless it be alleged and proved that his act or failure to act was corrupt or malicious. One of the leading cases on the subject is that of *BETTS v. JONES*, 203 N. C. 590, in which it was alleged that members of the school board acted maliciously in employing to drive a school bus a person they knew to be incompetent.

Article 31, Chapter 143 of the General Statutes, known as the Tort Claims Act, provides that the Industrial Commission will sit as a court to hear and pass upon tort claims against the State Board of Education and other State agencies and determine whether the claim arose as a result of a negligent act of a State employee while acting within the scope of his employment and without contributory negligence on the part of the claimant or the person in whose behalf the claim is asserted.

G. S. 115-45.1, enacted as Chapter 967, Session Laws of 1953, allows county boards of education and the trustees of city administrative units to take title to activity buses and to waive their governmental immunity for any damage by reason of death or injury to person or property proximately caused by the negligent operation of such activity bus by any agent or employee of the school board to the extent of liability insurance carried on the bus.

G. S. 115-356 authorizes board of education to place in their budgets accident insurance for school children transported by school bus.

From the foregoing it seems very doubtful that a county board of education or the trustees of a city administrative unit would be held liable for damage in any of the situations pointed out in your letter. However, our courts might well hold that the State is responsible under the Tort Claims Act referred to above. It might be well to suggest to the 1955 General Assembly that G. S. 115-45.1 be amended so as to include the private automobiles of school employees when used for school purposes. At all events I suggest that all school employees using their private automobiles for school purposes be careful to comply with the financial responsibility act of 1953.—Attorney General, September 15, 1954.

Acquisition of Sites; Limitation Upon Power to Condemn

In reply to inquiry: In your letter of September 9th you enclosed a copy of a letter from Superintendent _____ of the _____ County Schools. Mr. _____ writes:

"The Board of Education of _____ County has requested that I obtain a ruling from the Attorney General's Office as to whether a county board of education has authority to condemn property for use as a school bus garage and school bus parking area.

"Our present situation is so that there is not room on the present property for parking school buses during the summer months. We are in need of additional adjoining land. We have failed to acquire this land by attempting to negotiate for a period of more than two years."

G. S. 115-85 expressly authorizes city and county boards of education to condemn not more than thirty acres for sites for *schoolhouses or other school buildings*. The last sentence of that section reads as follows: "Provided, where sites have already been acquired and additional adjacent lands are necessary such additional lands may be acquired as in this section provided, which lands, together with the old site, shall not exceed thirty acres."

The courts hold that the power of eminent domain is an inherent power of the sovereign but that sub-divisions of the State government have only such powers of condemnation as are granted to them either expressly or impliedly by the Legislature. 18 Am. Jur., (Eminent Domain), pages 635 and 637, Sections 7 and 9.

In the case of *BOARD OF EDUCATION v. PEGRAM*, 197 N. C. 33, our Supreme Court traces in some detail the history of the statute, which is now G. S. 115-85, indicating throughout the decision that the power to condemn lands must be exercised in strict conformity with the statutory authority granted. To the same effect is the case of *BOARD OF EDUCATION v. FORREST*, 190 N. C. 753.

In the *Forrest* case the Supreme Court held that the meaning of the word "site" as used in the statute is broad enough to embrace such land not exceeding the statutory limit as may reasonably be required for the

(Continued on page 16)

LOOKING BACK

5 Years Ago

(N. C. Public School Bulletin, October, 1948)

A total of \$60,598,108.92 was spent during 1947-48 from State funds appropriated for the operation of the nine months school term, an audit of the funds shows.

Madeline Tripp, recently appointed to succeed Hattie S. Parrott as State Supervisor in the Division of Instructional Service, will work in county and city units located in the southwestern part of the State, it was announced recently by Dr. J. Henry Highsmith, Director of the Division.

New pay roll data forms have been distributed by Paul A. Reid, Controller for the State Board of Education, to superintendents.

10 Years Ago

(N. C. Public School Bulletin, October, 1944)

After a lapse of three years time the annual conference of school superintendents, sponsored by the Department of Public Instruction, was resumed this summer with the meeting being held at Duke University, Durham, on July 11-13.

Ralph J. Andrews, Coordinator of the High School Victory Corps in the Division of Instructional Service, has accepted a commission as captain in the Medical Administrative Corps.

This month marks the tenth anniversary of the appointment of Clyde A. Erwin as State Superintendent of Public Instruction of North Carolina.

15 Years Ago

(N. C. Public School Bulletin, October, 1939)

H. Arnold Perry, Associate in the Division of Instructional Service, has been granted a leave of absence for a year of graduate study at Teachers College, Columbia University.

T. Carl Brown, who for the past eight years has had varied experience as teacher, coordinator of diversified occupations, educational adviser in the C. C. C., and selling in the retail and specialty fields, has been added to the Division of Vocational Education as Supervisor of Distributive Education.

Mr. Orwell's Linguistic Nightmare

"I am going to translate a passage of good English into modern English of the worst sort. Here is a well-known verse from Ecclesiastes:

I returned and saw under the sun, that the race is not to the swift, nor the battle to the strong, neither yet bread to the wise, nor yet riches to men of understanding, nor yet favor to men of skill; but time and chance happeneth to them all.

"Here it is in modern English: "

Objective consideration of contemporary phenomena compels the conclusion that success or failure in competitive activities exhibits no tendency to be commensurate with innate capacity, but that a considerable element of the unpredictable must inevitably be taken into account.

Excerpt from A COLLECTION OF ESSAYS by George Orwell.

National Teacher Exams Scheduled for February 12

The National Teacher Examinations will be administered throughout the country on Saturday, February 12, 1955. Persons interested in taking any of the examinations should write to Mr. Arthur L. Benson, Director of Teacher Examinations, Educational Testing Service, 20 Nassau Street, Princeton, N. J., for information concerning the scope of the examinations and for information about the testing centers in North Carolina.

The Attorney General Rules

(Continued from page 15)

suitable and convenient use of the particular building; and land taken for a playground in conjunction with the school may be as essential as land taken for the schoolhouse itself.

The courts might construe the language broadly enough to include land to be used as a school bus garage and school bus parking area. However, if the matter is not urgent I suggest that the next General Assembly be called upon to amend the statute so as to expressly authorize condemnation for such purposes.—Attorney General, September 13, 1954.

MAKING TODAY'S NEWS

Forsyth. Forsyth County will have a serious shortage of teachers unless more young persons enter the teaching profession soon, Ralph Brimley, Superintendent of the County Schools said yesterday. Winston-Salem JOURNAL, September 4.

Raleigh. Without attempting to chart a policy in the wake of the Supreme Court ruling against segregation, the city of Raleigh nevertheless is taking a close look at its dual system, it was learned today. Raleigh NEWS AND OBSERVER, August 31.

Harnett. Harnett County's white and Negro primary school teachers met together Tuesday afternoon in the first unsegregated session in history and officials said the meeting was one of "perfect harmony." Fayetteville OBSERVER, September 16.

Lee, Sanford. Children in Sanford and Lee County Schools started their own private banking program yesterday for the third consecutive year. Sanford HERALD, September 22.

Greensboro. Segregation and finances are the two chief problems facing North Carolina's public school system, Dr. Charles F. Carroll, State Superintendent of Public Instruction, told the Greensboro Rotary Club yesterday. Greensboro NEWS, September 21.

Randolph. The Randolph board of education has filed an 11th hour appeal to the State Supreme Court in its dispute with the County Commissioners over capital outlay funds for the current fiscal year. High Point ENTERPRISE, September 18.

Forsyth. An inspection tour of Forsyth County Schools was made today by the City-County School Planning Committee, with the special purpose of acquainting new committee members with some of the problems facing county schools. Winston-Salem SENTINEL, September 17.

Montgomery. A group of Troy Negroes have asked the Montgomery Board of Education to take immediate steps to end segregation in public schools. Denton RECORD, September 16.

Pender. A delegation from Pender County, where 51 per cent of the school children are Negroes, today presented Governor Umstead with a petition urging North Carolina to continue school segregation. Durham HERALD, September 23.

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NORTH CAROLINA

BULLETIN

November, 1954

RALEIGH, NORTH CAROLINA

Vol. XIX, No. 3

N. C. Students Win U. S. Educational Exchange Awards

Two North Carolina students have won State Fulbright Scholarships for study abroad, it was announced recently by the State Committee.

The students are: Mary Anne Spencer, Gastonia, a graduate of the Woman's College of the University of North Carolina, received an award to study music at the University of London, England.

Mrs. Elizabeth C. Muse Tornquist, Williamston, a graduate of Duke University, received an award to study French and comparative literature at the University of Aix-Marseille, France.

These awards are made under the provisions of Public Law 584, 79th Congress, the Fulbright Act. The award to Miss Spencer is one of approximately 192 grants for study in the United Kingdom; the award to Mrs. Tornquist is one of approximately 241 grants for study in France. These grants are included within a total of approximately 1000 grants for graduate study abroad in the academic year 1954-55 under the United States Educational Exchange Program. As provided by the Act, all students are selected by the Board of Foreign Scholarships, the members of which are appointed by the President.

The United States Educational Exchange Program is designed to promote a better understanding of the United States in other countries, and to increase mutual understanding between the people of the United States and the people of other countries. The program also provides opportunities for foreign nationals to study in American colleges and universities and for an exchange of teachers, lecturers, research scholars and specialists between the United States and more than seventy foreign countries.

Students wishing to go abroad for the 1955-56 academic year should apply by October 31, 1954.

Board Requests State Funds To Operate Schools 1955-57

Requests for State funds for operating the public schools during the school years 1955-56 and 1956-57 was made to the Advisory Budget Commission at a meeting held September 15.

At this meeting the State Board of Education requested for the Nine Months School Fund \$123,886,875 during 1955-56 and \$128,322,742 during 1956-57. These amounts are based on the 1954-55 salary schedules; but due to experience increments and other factors, they are \$5,362,650 and \$9,798,517 respectively in excess of the estimated expenditures from State funds during 1954-55.

Nine Months School Fund

Proposed Budget 1955-1957 on Basis of 1954-55 Salary Schedules

Purposes and/or Objects	Actual 1953-54	Estimated 1954-55	Proposed 1955-56 1956-57	
61. General Control				
611. Salary—Superintendents	\$ 1,210,905	\$ 1,216,164	\$ 1,232,496	\$ 1,235,232
612. Travel—Superintendents	65,122	66,081	66,324	66,324
613-1. Clerical Assistants	583,023	583,110	607,750	607,750
-2. Property & Cost Clerks	65,972	191,700	200,475	200,475
614. Office Expense	104,614	92,020	113,125	93,125
615. County Board of Education	9,964	10,000	10,000	10,000
Total General Control	\$ 2,039,600	\$ 2,159,075	\$ 2,230,170	\$ 2,212,906
62. Instructional Service				
621-623. Instructional Salaries	\$ 96,575,401	\$101,268,598	\$105,861,051	\$109,818,378
624. Instructional Supplies	672,891	702,459	731,403	757,933
625-1. Supervisor's Salaries	1,041,008	1,175,614	1,190,960	1,200,060
Total Instructional Service	\$ 98,289,300	\$103,146,671	\$107,783,414	\$111,776,371
63. Operation of Plant				
631. Wages: Janitors	\$ 3,459,832	\$ 3,614,600	\$ 3,757,956	\$ 3,880,784
632. Fuel	1,582,434	1,610,000	1,674,400	1,729,000
633. Water, Light, Power	590,059	607,000	710,000	773,000
634. Janitor's Supplies	464,670	477,400	535,000	555,400
635. Telephones	39,346	40,000	88,000	92,500
Total Operation of Plant	\$ 6,136,341	\$ 6,349,000	\$ 6,765,356	\$ 7,030,684
65. Fixed Charges				
653. Compensation School Employees \$	23,417	30,000	30,000	30,000
654. Reimbursement for Injuries to School Children	1,872	3,500	3,500	3,500
656. Tort Claims	69,103	70,000	70,000	70,000
Total Fixed Charges	\$ 94,392	\$ 103,500	\$ 103,500	\$ 103,500
66. Auxiliary Agencies				
661. Transportation of Pupils				
661-1. Wages of Drivers	\$ 1,379,040	\$ 1,430,550	\$ 1,475,100	\$ 1,514,700
661-2. (a) Gas, Oil, Grease	1,186,415	1,256,500	1,296,300	1,331,100
(b) Gasoline, Storage Equipment	31,328	8,000	15,000	15,000
661-3. Salaries-Mechanics	1,418,830	1,476,532	1,527,056	1,570,228
661-4. (a) Repairs Replacements	843,756	911,867	938,700	963,900
(b) Tires and Tubes	401,368	549,534	566,200	581,400
(c) License and Title Fees	969	2,000	1,500	1,500
(d) Garage Equipment	25,701	14,000	14,000	14,000
661-5. Contract Transportation	22,798	30,000	30,000	30,000
661-7. Principal's Bus Travel	52,333	54,188	55,875	57,375
Total Transportation	\$ 5,362,538	\$ 5,733,171	\$ 5,919,731	\$ 6,079,203
662. School Libraries	447,493	468,306	487,602	505,289
664. Child Health Program	540,823	550,000	587,602	605,289
Total Auxiliary Agencies	\$ 6,350,854	\$ 6,751,477	\$ 6,994,935	\$ 7,189,781
Total Unit Expenditures	\$112,910,487	\$118,509,723	\$123,877,375	\$128,313,242
Unallotted Expense				
Surety Bond Premium	\$ 2,897	3,500	3,500	3,500
Printing	4,202	6,000	6,000	6,000
Commission on Revision of School Laws	1,531	5,002		
Total Unallotted Expense	\$ 8,630	\$ 14,502	\$ 9,500	\$ 9,500
Total Expenditures	\$112,919,117	\$118,524,225	\$123,886,875	\$128,322,742

Superintendent Carroll Says . . .

The remarkable progress our State has achieved, particularly in the science of agriculture and industry, reflects the talent, initiative, and determination of our people. In this progress, the people have leaned heavily upon their public schools. As the State has advanced economically, socially, and culturally, public education has likewise been broadened and extended; similarly, as public education has lengthened its influence, the State has discovered its resources for strength. Education and power for progress are inseparable.

The maintenance of qualitative standards in education is, in effect, a guarantee for continued achievement in North Carolina. The quality of the teaching force is undoubtedly of central importance in providing the best possible education. North Carolinians can take pride in the fact that the people teaching their children, are, as a group, among the best qualified in the nation. The scholarship index of our teachers far exceeds the national average. Teachers are continually studying. To search for knowledge is habitual with them. A recent national study revealed that one-third of all graduate students in 42 major universities in America were in the field of education; moreover, when tests were administered to graduate students in all fields, more students in education scored above the median of all fields than the total graduate students in any but three or four other fields. We can take pride in the quality of our teaching force, but we dare not rest on our oars.

Our schools' personnel needs are growing; the supply must be replenished annually from the best of our youth. Last year our North Carolina colleges graduated six students qualified to teach for each 100 students enrolled. This percentage must be increased. The teaching profession must attract many new practitioners in order that those of vision, deep insights, and great courage will continue to rise from the ranks and provide the high calibre leadership to which this State is accustomed. In no other way can we assure the continued progress of our State.

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CHARLES F. CARROLL
State Supt. of Public Instruction

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Director, Division of Publications

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Ye Editor Comments...

Thanks to Editors

For a long while we have wanted to thank the editors of the newspapers of the State for their many favorable comments about the public schools. Naturally, there has been some adverse criticism, too. A free press and free public education go hand in hand in a democracy. When there is no deserved reaction by a free press, the free schools will stagnate and cease to make progress. The press can create among the people a wholesome dissatisfaction with inadequate facilities and with poor instruction; likewise, the press can create an appreciation for the achievements realized by the public schools. The press is assuming a vital role in the progress of public education and in the acquisition of the materials and services that help provide the best educational opportunities possible for North Carolina boys and girls.

Again, we commend the editors of our State and local papers for their contribution to the past and continued growth of North Carolina's public schools.

Today's Military Service Laws

Information concerning today's military service laws is vital for administrators, teachers, parents, and pupils, since these laws affect every able-bodied young man in our schools. It is imperative that boys become familiar with these laws so that they may act intelligently and with assurance when the time comes for them to fulfil the requirements of these laws.

In 1951, Congress passed the Universal Military Training and Service Act in order that a constant supply of men might be trained in the regular service and then placed in a reserve component where they might be held in readiness for future mobilization. The details of this Act should be known.

A kindred act passed by Congress is equally important; that is the Armed Forces Reserve Act, which provides each reservist with a mobilization category. The details of this act are equally significant.

Intelligent planning among students, teachers, parents, and administrators in North Carolina schools demands that this information be completely and accurately at hand in all schools.

Questions

That the public schools are getting a smaller percentage of the General Fund dollar is clearly shown by statistical data presented elsewhere in this BULLETIN. Since 1946-47 this percentage has decreased from 71.0 to 62.6.

To say that a "percentage" should be used for determining the amount that a particular State service should receive from the General Fund is probably invalid. However, when it is observed that the percentage of total General Fund for public schools continues to decrease year after year when the public schools are undergoing unprecedented expansion, one wonders if the annual increases in appropriations for the schools

Solving Problems Locally

There is no substitute for conscientious examination of local educational problems by those who themselves are most responsible for them. Experts and consultants can be of great value, at the right moment, in the solution of building problems, instructional problems, and the like; equally, or more essential, however, is a careful study of these same problems by those on the scene, plus a determination to apply whatever composite "Know-how" is available.

To begin with, teachers, administrators, parents, pupils—**whoever** is really concerned with a problem—can bring to that problem an overview, objective as well as subjective, which no single expert or consultant can be expected to possess. As interested persons analyze factors pertinent to a given problem, enthusiasm is often generated which stimulates the same people to try to find solutions to their problems.

This type of action research which involves all those concerned with a problem seems invariably to create a continuing desire to find better ways of doing things. It is this **continuity** of interest and enthusiasm which is so necessary for meaningful research.

Psychologically, this approach means that problems become personalized; and herein, too, is another factor so important in the solution of educational problems. If a sixth-grade reading problem has been carefully analyzed, it is likely that the sixth-grade teacher will soon feel that "This is **my** problem! I **must** do something about it!" Teachers below the sixth grade, if the problem has been cooperatively tackled, will soon feel that "This is **our** problem! What can **we** do to assist in solving this problem?" And from the beginning the principal will have indicated in many ways "This is **my** problem also! I will do everything possible to help you, my co-workers, solve this problem!" As solutions are being cooperatively sought, it will be necessary and very natural for parents and pupils to act in the light of their convictions that "This is really **our** problem; and it will never be resolved until we work hand in hand with all our teachers and our principal!"

With such a personalized attitude of cooperation and determination permeating the thinking and action of teachers, administrators, parents, pupils—no educational problems are beyond effective solution.

Wise groups will, obviously, know when to utilize the expert; and will do so with no idea of expecting such a person to solve any problem—but only with the idea of enlisting help for the solution of problems which inherently and ultimately must be solved by those who themselves are concerned.

has kept pace with increases in appropriations from this Fund for other State services. The records do not indicate this fact. Our questions, then, are: (1) Are schools of less importance than other State services to the extent that the proportion of State funds should be gradually decreased? (2) Was 71 per cent too great in 1946-47? (3) Will this percentage be further decreased in the years ahead?

Sir Walter Raleigh Day To Be Observed Throughout State; Brochure Prepared

December 3, 1954 will be observed throughout North Carolina as "Sir Walter Raleigh Day." This is in keeping with legislation enacted by the General Assemblies of 1947 and 1953 which authorized this celebration and empowered the State Superintendent of Public Instruction "to permit voluntary donations to be made by the school children of the State for the erection of a memorial in the City of Raleigh in honor of Sir Walter Raleigh."

A handsome 16-page illustrated brochure has been prepared for the Sir Walter Raleigh Day Commission by the staffs of the State Department of Archives and History and the State Department of Public Instruction. Copies of this brochure are being mailed superintendents throughout the State as a means of stimulating a more thorough acquaintance and appreciation of Sir Walter Raleigh.

A letter from the late Governor William B. Umstead which serves as a Foreword in the brochure states: "As we make plans for the observance of 'Sir Walter Raleigh Day,' it is appropriate that we recall the long and glorious history of our State and resolve that our future shall always reflect credit upon our noble heritage. It is with a spirit of reverence, devotion and dedication that we commemorate the day set aside to honor the 400th Anniversary of the man whose illustrious name is borne by our Capital City. This observance should quicken our interest in the history, growth and progress of North Carolina. I hope that from this celebration our people will receive renewed inspiration to make North Carolina an even greater State—one worthy of the vision of Sir Walter Raleigh."

The brochure also includes a history of the memorial fund and suggestions concerning the observance of Sir Walter Raleigh Day. In addition, Raleigh's life and influence are discussed under the following headings: "The Man Who Looked Beyond the Sea," "Courtier and Poet," "Explorer and Colonizer," "The Lost Colony," and "Downfall and Death." The brochure also includes a useful bibliography.

Those assisting with the brochure include Ann Beal, W. Frank Burton, D. L. Corbitt, and Edwin A. Miles of the Department of Archives and History; and L. H. Jobe, Homer A. Lassiter, J. E. Miller, and Patsy Montague of the Department of Public Instruction.

1955 Science Fairs Planned For Schools, Districts, State

Science fairs for 1955 are being encouraged in the junior and senior high schools throughout North Carolina under the sponsorship of the North Carolina Academy of Science in cooperation with a number of other State agencies, including the Department of Public Instruction.

The science fair, as such, focuses attention on science and mathematics and provides an opportunity for students with imagination and initiative to display their original ideas and handiwork in these fields. The science fair also helps to discover the boys and girls who may become scientists, mathematicians, teachers, doctors, nurses, or engineers in industrial research laboratories.

Six district fairs have been arranged for the State; and the culminating State Science Fair will be held at Duke University, April 22-23.

Teachers or administrators interested in this outstanding activity are requested to write to district directors for further information about exhibits, essays, criteria for judging exhibits, awards, dates of fairs, and the like.

District directors follow:

Northeastern—Dr. J. O. Derrick, East Carolina College, Greenville

North Central—Dr. Alfred F. Barg, North Carolina State College, Raleigh

Southeastern—Dr. Amy Le Vesconte, Flora Macdonald College, Red Springs

Northwestern—Prof. Robert J. Laffin, Woman's College, U. N. C., Greensboro

South Piedmont—Prof. Hansel L. Hughes, Catawba College, Salisbury

Western—Dr. J. G. Eller, Western Carolina College, Cullowhee

Inventory Reveals Driver Education Facts

A special inventory on driver education in North Carolina schools during May 1954 revealed the following facts: Driver education, including practice driving, was received by 6,858 students in 201 schools; while a course consisting of classroom instruction only was received by 720 students in eight schools. These facts are based on written reports from forty per cent of the State's high schools.

Twenty-Nine NEA Departments Compose National Organization

Did you realize that the National Education Association has 29 departments, each with a dual personality?

All of them serve specialized areas of education, and, at the same time, work as one group, NEA, toward one common goal: *better schools and increased services to teachers.*

This is a twofold advantage to members. First, they benefit from the services of the department, such as its publications, conferences, advisory services, and the like. Second, they have the time and the energy of a large united organization working in their interest.

Below is a list of the 29 NEA departments.

American Association for Health, Physical Education, and Recreation

American Association of Colleges for Teacher Education

American Association of School Administrators

American Education Research Association

American Industrial Arts Association Association for Higher Education

Association for Supervision and Curriculum Development

Audio-Visual Instruction

Elementary School Principals

Home Economics

International Council for Exceptional Children

Kindergarten-Primary Education

Music Educators National Conference

National Art Education Association

National Association of Deans of Women

National Association of Education Secretaries

National Association of Journalism Directors of Secondary Schools

National Association of Secondary-School Principals

National Council for the Social Studies

National Council of Administrative Women in Education

National Council of Teachers of Mathematics

National Retired Teachers Association

National School Public Relations Association

National Science Teachers Association Rural Education

Speech Association of America

United Business Education Association Vocational Education

Former Superintendent Takes New Position

Col. Wiley M. Pickens was recently named veterans service officer and director of Negro hospitalization of Wake County by the Board of Commissioners.

Col. Pickens was superintendent of the Lincolnton city schools from 1925 to 1940. He served as director of the North Carolina Veterans Commission for two years after World War II. Lately, he has been distributor for McMullan Petroleum Corporation of Los Angeles, California.

Suggestions for Improvement Available to Workshop Leaders

Inadequacies in workshop leaders, and by implication suggestions for improvement, is the topic of a recent nation-wide study conducted by James R. Mitchell and published in the *North Central Association Quarterly*. A total of 833 workshops participants and leaders in colleges and universities took part in this investigation.

Returns from questionnaires reveal the following weaknesses:

- Too little preparation for the job at hand; little understanding of the meaning of group interaction; inadequate skills in group techniques.
- A tendency to underestimate the potentials of the group—individually and collectively—a lack of faith in the group's ability.
- Inability to stimulate and challenge participants to do critical thinking.
- Wasteful of time which belongs to participants by engaging in trivia.
- Promotion of social activities at the expense of intellectual. Too informal; the workshop becomes a good time.
- Lack of flexibility, too much domination, over-lecturing, too formal and authoritative. Unable to get away from the classroom atmosphere.
- Little sensitivity to individual needs. No concern for setting up and maintaining a congenial climate—emotional, physical, intellectual—for the group.
- "Some leaders are too afraid to give guidance. They fail to see their specific role as leader. They bend over backwards to keep from giving direction."
- Unable to control aggressive participants.

Colleges Turn-Out 3,122 Teachers 1,925 White; 1,175 Negro; 22 Indian

North Carolina institutions of higher learning graduated 3,122 persons trained for teaching in the public schools, according to a study by Dr. James E. Hillman, State Department of Public Instruction. There was a demand this school year for 3,065 new teachers, the study shows.

If all persons trained for teaching actually taught, there appears to have been a sufficient number of teachers turned out by the colleges to fill the needs. This is not the case, however, as Dr. Hillman points out. Of the white teachers who prepared to teach in the elementary grades in 1952-53, only 87.9 per cent actually taught in 1953-54. Of those who prepared to teach in the

high school, only 55.9 per cent actually were employed as teachers in 1953-54. Applying these percentages to the number of white graduates who took training for teaching and the number becomes 1,129 as the actual supply to fill the needs for 2,517 in the white schools. In other words, the supply was less than half of the demand in these schools.

The supply of Negro teachers appears to be ample to take care of the annual demands.

The accompanying table shows by institutions the number of men and women teachers who completed training for elementary and secondary school positions.

Supply of Teachers from North Carolina Colleges, by Institutions, 1953-54

Institutions	Elementary			Secondary			Total T'chr's
	Men	Women	Total	Men	Women	Total	
WHITE—Public :							
University, Chapel Hill	3	53	56	41	37	78	134
Woman's College, U. N. C.	0	98	98	0	204	204*	302
State College, U. N. C.	0	0	0	91	1	92	92
Appalachian State Teachers College ..	11	57	68	69	49	118	186
East Carolina College	5	137	142	113	114	227	369
Western Carolina College	13	53	66	44	28	72	138
Total Public	32	398	430	358	433	791	1221
—Private :							
Atlantic Christian College	1	35	36	18	12	30	66
Catawba College	0	18	18	24	17	41	59
Davidson College	0	0	0	7	0	7	7
Duke University	1	25	26	15	47	62	88
Elon College	0	4	4	16	16	32	36
Flora Macdonald College	0	12	12	0	24	24	36
Greensboro College	0	18	18	0	23	23	41
Guilford College	0	4	4	17	7	24	28
High Point College	1	13	14	14	12	26	40
Lenoir Rhyne College	2	36	38	27	38	65	103
Meredith College	0	46	46	0	43	43	89
Queens College	0	9	9	0	17	17	26
Salem College	0	8	8	1	4	5	13
Wake Forest College	0	0	0	34	38	72	72
Total Private	5	228	233	173	298	471	704
Total Public and Private	37	626	663	531	731	1262	1925
NEGRO—Public :							
Agricultural and Technical	0	32	32	168	94	262	294
North Carolina College	0	0	0	32	85	117	117
Elizabeth City State Teachers College ..	15	74	89	0	0	0	89
Fayetteville State Teachers College ..	20	89	109	0	0	0	109
Winston-Salem State Teachers College ..	30	100	130	0	0	0	130
Total Public	65	295	360	200	179	379	739
—Private :							
Barber Scotia College	0	16	16	0	26	26	42
Bennett College	0	22	22	0	46	46	68
Johnson C. Smith University	12	39	51	34	35	69	120
Livingstone College	1	17	18	11	27	38	56
Shaw University	2	45	47	23	23	46	103
St. Augustine's College	1	8	9	13	25	38	47
Total Private	16	147	163	81	192	273	436
Total Public and Private	81	442	523	281	369	652	1175
INDIAN							
Pembroke State College	6	9	15	3	4	7	22

* Includes 16 graduate students who, presumably are working for the Class A Certificate.

Carroll Presents State's School Building Needs to House Education Subcommittee

State Superintendent Charles F. Carroll told a House Education subcommittee last month that North Carolina would soon be unable to provide school construction funds to alleviate the increasing overcrowding in the State's public schools.

Carroll, accompanied to Washington by John L. Cameron, director of the Division of School Planning of the State's Department of Public Instruction, told the special school construction subcommittee that, with future estimated costs of school building needs and funds available, a \$300 million deficit existed for which no funds are in sight. He pointed out and submitted a brief showing that estimated needs for the next seven years totaled \$425 million but that only \$125 million would be available from State and local funds. He stated further that "while it is expected that local efforts will continue to the extent possible, legal bonding limitations will not permit the counties and cities to expend local funds in the same proportion as during the 1949-53 period."

"While new facilities are needed to house increased enrollments," Carroll stated, "additional facilities are needed to replace small outmoded wooden buildings and those condemned or otherwise unfit for occupancy."

Medical Society Sponsors Essay Contest for H. S. Students

For the eighth consecutive year, the Medical Society of the State of North Carolina will conduct an essay contest open to high school students throughout the State. The Society is offering a six hundred dollar (\$600) college scholarship, and other prizes, as awards to the successful contestants. This contest is sponsored by the Public Relations Committee of the Medical Society, and has the approval of the State Department of Public Instruction.

In addition, the three best essays, as determined by the final judges, will be forwarded to the Association of American Physicians and Surgeons for competition in its national contest. Prizes offered by this Association are first, \$1,000; second, \$500; third, \$100; fourth, \$25; fifth, \$25; and sixth, \$25.

Kindergarten Survey Reveals Many Interesting Facts

A recent survey of kindergartens in North Carolina reveals that 103 administrative units (43 counties and 60 cities) out of the 174 (100 counties and 74 cities) have pre-first-grade instruction, with more than seven thousand pupils and nearly five hundred teachers. On the average, teachers have fifteen pupils. All of these educational institutions are non-public.

Of the 7,266 pupils enrolled in these schools 64.2 per cent are five-year olders; 26.6 per cent are under five years; and 9.2 per cent are six years or older.

Monthly tuition ranges from below five dollars in 18 schools to \$35.00 or more in four schools. The average tuition per year is \$108; high per year is \$360.

Increasing Public School Enrollments Require More Instructional Personnel

Increasing enrollments in the public schools of the State necessitate the employment of more teachers each year to teach these youngsters, according to an examination of the records for the past several years.

Average daily attendance, which is used as the basis for the allotment of teachers by the State, these records show, has increased annually from 713,146 in 1944-45 to a record high of 876,962 in 1953-54. The number of teachers, not including vocational teachers, principals and supervisors, which have been employed and their salaries paid from the State Nine Months School Fund, has increased during this same period of ten years from 24,323 to 30,141.

Board Requests Evaluation of H. S. Language Texts

Evaluations of basal language texts for high school use have been requested by the State Board of Education.

The high school division of the Textbook Commission will make the evaluations, on the basis of which the Board will select a list for which bids will be requested. Superintendent I. E. Ready of Roanoke Rapids is chairman of the Commission. It is contemplated that the Board will make an adoption of a series of textbooks of this subject to be used in the high schools beginning with the 1955-56 school term.

Authorization for an adoption of books for supplementary use in the public schools has also been made by the State Board. A committee of the State Department of Public Instruction, headed by Dr. A. S. Hurlburt, Assistant State Superintendent, is now considering books of this kind. It will make recommendations to the Board, which has the responsibility for adopting the both basal and supplementary books.

And during this period also the average daily attendance per teacher, both elementary and high school, was 29.32 in 1944-45 and 29.10 in 1953-54. The lowest average was 28.29 in 1952-53 and the highest, 30.54 in 1947-48.

It will be noted that 810 more teachers were required for 1953-54 than for the preceding year. Based on estimated figures for the current year an additional 1,231 teachers have been allotted by the State Board of Education to take care of the expected increase of 34,325 in total average daily attendance.

The following table shows these records for elementary and high schools as well as for the total twelve grades:

ADA, STATE TEACHERS EMPLOYED, AND ADA PER TEACHER

School Year	Average Daily Attendance			State Teachers Employed			A.D.A. Per Teacher		
	Elem.	HighSchool	Total	Elem.	HighSchool	Total	Elem.	H.S.	Combined
1944-45	599,139	114,007	713,146	19,485	4,838	24,323	30.75	23.56	29.32
1945-46	601,960	116,984	718,944	19,388	4,757	24,145	31.05	24.59	29.78
1946-47	596,023	138,304	734,327	19,229	5,355	24,584	31.00	25.83	29.87
1947-48	606,967	144,051	751,018	19,214	5,379	24,593	31.59	26.78	30.54
1948-49	617,960	151,445	769,405	19,867	5,740	25,607	31.10	26.38	30.05
1949-50	635,627	162,064	797,691	20,616	6,101	26,717	30.83	26.56	29.86
1950-51	648,231	167,805	816,036	21,081	6,434	27,515	30.75	26.08	29.66
1951-52	644,847	171,259	816,106	21,432	6,617	28,049	30.09	25.88	29.10
1952-53	652,558	177,162	829,720	22,403	6,928	29,331	29.13	25.57	28.29
1953-54*	690,884	186,078	876,962	22,970	7,171	30,141	30.08	25.95	29.10

* A.D.A. first seven months.

Are Required Subjects Necessarily Best for All?

A Look Ahead in Secondary Education, published by the Office of Education, discusses, with keen insight, the age-old problem of required subjects. The bulletin points out that there may be sound justification for challenging the assumption that a uniform program insures uniform learning results. This publication indicates that standard programs frequently result in diverse outcomes and that relatively uniform results often come from varied programs. What is needed, says the Office of Education, is further research and the discovery of new teaching techniques for the development of varied approaches to desired learning.

It's the Same Old Story; Slow Pupils Need Good Teachers

Additional emphasis was recently given an already accepted maxim, namely, that slow learners need good teachers, by H. G. Enterline in a recent issue of *American Business Education*. His thesis is simply this: slow learners are insensitive to poor teaching, and respond, actually, only to good teaching.

The eight general suggestions presented below summarize Enterline's position on this topic:

- A thorough and careful explanation of assignments must be made.
- Assignments, wherever possible, should be short so that the end product can be visualized.
- Assistance in reading must be given.
- The student should receive assistance in setting up a definite schedule for study.
- The teacher must be patient and understanding. He must show real interest in the student.
- The teacher should concentrate on teaching one thing well, avoid confusing the student by showing alternate ways of doing things.
- Much individual assistance is needed. The teacher should accept the slow learner as his particular responsibility. Attention should be given to specific weaknesses, with individual assignments planned to overcome these weaknesses.
- Complete mastery of all topics and problems cannot be expected. Careful attention should be given to essentials, with other taught on the acquaintanceship level.

135 North Carolina Schools Participate In National Health-Phys. Ed. Survey

One hundred thirty-five North Carolina schools have recently participated in a national survey of school health and physical education under the supervision of Taylor Dodson, adviser in the Division of School Health and Physical Education of the Department of Public Instruction.

The North Carolina schools were selected by a proportional stratified, random sampling technique. Areas of investigation included program of activities, outdoor areas, indoor areas, locker and shower areas, swimming pool, supplies and equipment, medical examinations and health service, corrective (modified—individual) activities, organization and administration of class programs, and administration of intramural and interschool athletics.

A score card developed by a national committee on curriculum research was supplemented by individual interviews with principals and teachers of health and physical education. Out of a possible score of 300 points North Carolina schools ranged from 32-201 points, with a mean of 91.38. The median score was 76 points. An analysis of various factors which might affect scores revealed that total school scores did not vary significantly from one section of the State to another.

The total score median of 76 made by North Carolina schools corresponds with the national median based on preliminary returns from seventeen states. It should be emphasized, nevertheless, that this score represents less than thirty per cent of the total score possible.

North Carolina, as did the nation, ranked first in the area of "organization and administration of the class programs." The State was second best in the area of "medical examination and health service" and ranked fourth in the nation in this respect. "This favorable position," explained Dodson, "can, no doubt, be attributed substantially to the expenditure of \$550,000 annually for school health services."

North Carolina's excellent rating in the area of "medical examinations and health service" is also due to the fact that many community physicians in the State have rendered volunteer and part-time paid service in providing comprehensive medical examinations. Health examinations of all teachers in North Carolina is another factor

responsible for the State's high rating in this area.

The State scored lowest in "locker and shower areas" and in "supplies and equipment." The survey also revealed that administrators are more nearly fulfilling their responsibilities for good health and physical education program than are the teachers themselves.

"The survey gives North Carolina no reason to be satisfied with its health and physical education program," declared Dodson, "since we achieved less than one-third efficiency on the highly respected score card. Even in the area of "health service," in which we ranked rather well, we scored less than half of the total points possible."

Standards for Girls' Sports Stressed by Joint Committee

Standards for physical education for girls have recently been published by the American Association for Health, Physical Education, and Recreation; the National Federation of State High School Associations; and the National Association of Secondary School Principals. This joint committee has just published its findings on standards for girls' sports in secondary schools. Some of the guiding principals include the following:

- The sports program must meet individual needs with consideration given to physique, interests, ability, experience, health, and maturity.
- A medical examination should be given each girl prior to her participation in the sports program.
- Every girl should be given an opportunity to participate in a variety of activities including both individual and team sports.
- Lengths of sports seasons should be limited and maximum number of practice periods and games carefully weighed.
- Games should be played according to girls' rules and officiating done by qualified officials.
- Competition should be equitable between girls of approximately the same ability and maturity with due consideration given players ranging from unskilled to expert.
- Wherever possible, instructing, coaching, and officiating should be done by women.

Public Schools Got More Money From General Fund In 1953-54, But Percentage Dropped

A total of \$119,329,590 was spent from the General Fund of the State for the public elementary and secondary schools during 1953-54, according to a statement recently released by the Budget Bureau.

This expenditure represents 62.6 per cent of the total General Fund expenditures for that year; and is less by one per cent than the ratio of the preceding year, and over eight per cent less than in 1946-47, when 71.0 per cent of the General Fund expenditures went for the operation of the public schools. Except for 1951-52, when 66 per cent of the General Fund went for public schools, the trend in percentage of money appropriated from the General Fund for support of the public schools has been downward. Percentages for these years are as follows:

Year	Per Cent	Expenditures
1946-47	71.0	\$ 54,788,382
1947-48	68.1	62,655,102
1948-49	67.4	73,672,077
1949-50	65.3	87,126,297
1950-51	65.0	95,413,959

Available General Funds

The following table gives sources of funds which make up the General Fund and the expenditures from that Fund for all objects for the past three years—1951-52, 1952-53 and 1953-54.

As this table shows, a total of \$190,755,570 was spent from the General Fund in 1953-54. Largest portion of the Fund came from income and sales taxes, 71.6 per cent of the *revenue* available (\$184,709,897). Franchise taxes accounted for 9.5 per cent of this revenue. The remaining amount (nearly 20 per cent) was derived from beverage taxes, insurance, nontax revenue, license and inheritance taxes, and miscellaneous sources. A balance of \$33,750,065 from the 1952-53 General Fund treasury made the total availability of funds for the year equal to \$218,459,962.

Expenditures from General Fund

Expenditure for public schools,

College, Pembroke State College, Winston-Salem State Teachers College, Elizabeth City State Teachers College, Fayetteville State Teachers College, North Carolina College, North Carolina School for the Deaf, and the State School for the Blind and Deaf.

A total of \$18,464,495 was spent for State aid and obligations, which including the State's contribution to the retirement system, old age assistance, aid to dependent children, aid to libraries, State property fire insurance fund, medical care for the indigent, and a number of other purposes for which small amounts were appropriated.

The next largest sum, \$16,067,557, was spent for charitable and correctional institutions. These included the following: State hospitals, sanatoria, correctional institutions, Confederate Women's Home, and child-caring institutions.

Nearly \$13 million were expended by the State's executive and administrative departments, bureaus and agencies. These included the following:

Department of Agriculture for gasoline and oil inspection (\$280,378), contribution (\$600,000), and advance for purchase of land (\$109,869) -----	990,247
State Commission for Blind -----	694,344
Board of Public Building and Grounds -----	609,271
Adjutant General, including Army Commission -----	422,857
State Board of Alcoholic Control -----	369,826
Department of Public Instruction -----	349,860
Department of Labor -----	343,394
N. C. Veterans Commission, including County Service Officers -----	340,335
State Board of Public Welfare -----	242,523
Other Departments and Agencies -----	2,465,962
Debt service payments totaled \$2,889,455. There were no expenditures for permanent improvements during this year.	

State Funds from All Sources

Table II gives the availability and expenditures from all three State

Expenditures for public schools from the General Fund, as the above table shows, have increased considerably, from \$54,788,382 in 1946-47 to \$119,329,590 in 1953-54—a total of more than twice the amount from this source within seven years.

II. Availability and Expenditures from All State Funds

	1951-52	1952-53	1953-54
A. Agriculture Fund:			
Credit Balance, July 1	\$ 249,448	\$ 238,854	\$ 417,885
Total Revenues	1,734,761	2,047,058	1,767,906
Availability	1,984,209	2,285,912	2,185,791
Expenditures	1,745,355	1,868,027	2,030,816
Balance, June 30	\$ 238,854	\$ 417,885	\$ 154,977
B. Highway Fund:			
Credit Balance, July 1	\$ 26,417,278	\$ 28,370,895	\$ 31,914,472
Motor Vehicle Revenue	94,216,033	99,693,313	102,278,300
Other Revenue	10,974	9,085	6,036
Federal Aid	11,852,170	11,873,332	13,810,617
Availability	\$132,496,455	\$139,946,625	\$148,009,425
Expenditures	104,125,560	108,032,153	112,472,434
Balance, June 30	\$ 28,370,895	\$ 31,914,472	\$ 35,536,991
C. General Fund:			
Credit Balance, July 1 *	\$ 25,838,031	\$ 39,574,081	\$ 33,750,065
*Includes Reserve for Permanent Appropriations			
Liquidated		(952,513)	(1,259,909)
Revenue	178,887,834	180,978,102	184,709,897
Availability	\$204,725,865	\$220,552,183	\$218,459,962
Expenditures	166,104,297	188,062,027	190,755,570
Credit Balance, June 30	\$ 38,621,568	\$ 32,490,156	\$ 27,704,392
GRAND TOTALS:			
Availability	\$339,206,529	\$362,784,720	\$368,655,178
Expenditures	271,975,212	297,962,207	305,258,820
Balance	\$ 67,231,317	\$ 64,822,513	\$ 63,396,358

‡ Includes \$100,000 Reserve for Financial Responsibility Act.

As this table shows, the grand totals for both availability and expenditures have increased during these three years. A drop is noticeable, however, in the availability in the Agriculture and General Funds.

A recapitulation of expenditures from table II shows the following:

Purpose	Amount 1953-54	1953-54	Per Cent 1952-53	1951-52
Public schools	\$119,329,590	39.1	39.0	40.2
Highways	112,372,434	36.8	36.3	38.3
Institutions, departments, etc.	68,536,525	22.5	21.5	19.9
Permanent improvements	-----	-----	1.8	-----
Debt service	2,839,455	.9	.8	.9
Agriculture	2,030,816	.7	.6	.6
TOTAL	\$305,158,820	100.0	100.0	100.0

1. Availability and Expenditures from the General Fund by Objects

	1951-52	1952-53	1953-54
A. Availability:			
Total Credit Balance, July 1 *	\$25,838,031	\$39,574,081	\$33,750,065
Revenues:			
Inheritance Taxes	4,114,649	3,196,749	4,114,328
License	5,101,711	5,803,303	5,810,376
Franchise Taxes	14,803,901	16,215,792	17,625,221
Income Taxes	79,031,291	75,813,797	76,739,648
Sales Taxes	51,821,084	55,197,946	55,506,817
Beverage Taxes	8,591,144	8,687,183	8,279,482
Gift Taxes	264,580	264,864	453,286
Intangible Taxes	845,575	950,126	945,727
Freight Cars	42,282	48,465	55,458
Insurance	6,340,536	6,954,257	7,830,845
Miscellaneous	18,797	19,550	17,160
Nontax Revenue	7,942,284	7,826,070	7,331,604
TOTAL REVENUE	\$178,887,834	\$180,978,102	\$184,709,897
TOTAL AVAILABILITY	\$204,725,865	\$220,552,183	\$218,459,962
B. Expenditures:			
Other Than Schools:			
General Assembly	\$ 33,250	\$ 472,443	\$ 40,163
Judicial	741,563	774,636	839,568
Executive & Administrative	10,736,160	12,661,163	12,997,746
Educational Institutions	13,928,402	18,261,420	19,578,699
Charitable and Correctional			
Institutions	12,312,511	14,848,779	16,067,557
State Aid and Obligations	16,192,614	16,893,990	18,464,495
Pensions	279,164	250,353	548,297
TOTAL EXPENDITURES			
OTHER THAN			
SCHOOLS	\$ 54,223,664	\$ 64,102,784	\$ 68,536,525
Public Schools	\$109,432,233	\$116,298,110	\$119,329,590
Debt Service	2,448,400	2,435,625	2,889,455
TOTAL EXPENDITURES	\$166,104,297	\$182,896,519	\$190,755,570
Permanent Improvements		5,165,508	
TOTAL	\$166,104,297	\$188,062,027	\$190,755,570
C. Balance on Hand June 30	\$ 38,621,568	\$ 32,490,156	\$ 27,704,392

Includes reserve for permanent appropriation liquidated.

* Includes reserve for permanent appropriation liquidated.

Library Book Catalogues Mailed to Librarians

The library book catalogue for 1954-55, issued by the Division of Textbooks of the North Carolina State Board of Education, has been mailed to school libraries throughout the State by Miss Cora Paul Bomar, School Library Adviser. The 161-page booklet includes new books added for the 1954-55 school year. New titles appear in blackface type.

Additional copies which are needed may be secured from the State Department of Public Instruction, Raleigh.

Practical Handbook Available On Teaching Current Events

Teachers, supervisors, and school administrators who want a practical, specific handbook on successful teaching of current events will welcome a new publication, *HOW TO TEACH CURRENT EVENTS*, just published by Wesleyan University's Department of School Services and Publications.

This new 32-page booklet, which is being distributed free of charge, offers a gold mine of practical ideas and suggestions for every teacher who recognizes that a thorough study of current affairs is an essential ingredient in every phase of citizenship education.

The early chapters furnish accurate blueprints of varied approaches to the teaching of current events and describe the necessary steps in conducting successful discussions on current events in the classroom and before outside groups. More than 100 "successful devices for teaching current events" are also presented in detailed form. There are separate chapters on: Maps, Graphs, and Cartoons; Concepts in the News; Teaching Controversial Issues; and Materials for Current Events Teaching.

This new booklet has been prepared by the editorial staff of *CURRENT EVENTS, EVERY WEEK, OUR TIMES* and *READ MAGAZINE*, based on a nation-wide investigation of effective current affairs and teaching practices in the schools of America.

Single copies of *HOW TO TEACH CURRENT EVENTS* may be secured, free of charge, from the publication offices: Wesleyan University Press, 1250 Fairwood Avenue, Columbus 16, Ohio.

Printed Publications May Be Secured From Department

Publications printed by the State Department, are available from the Division of Publications, it is announced by L. H. Jobe, Director.

Some of these publications may be secured at no cost, whereas for others a charge to cover printing and distribution costs has been made. Due to limited supply some of the free publications are restricted to school superintendents and libraries. Following are lists of these publications. Requests, accompanied by remittance, should be made to L. H. Jobe, State Department of Public Instruction, Raleigh, N. C.

Publications Free

(Limited in quantity)

Number

- 200 An Experimental Program in Elementary Education
- 233 A Report of Special Education
- 260 Fire Drills and Fire Prevention, 1946
- 262 Education for the Air Age
- 276 Vocational Agriculture Education
- 278 Constitution of North Carolina
- 280 Do You Want To Be A Teacher in North Carolina?, 1951
- 285 Community College Study
- 290 The Schools and Civil Defense
- 294 The Kindergarten in North Carolina
- 298 Child Accounting and School Attendance
- 301 Athletics in the Public Schools
- Public School Laws of North Carolina

Also, copies of biennial reports of the State Superintendent of Public Instruction are available to local superintendents and to libraries.

Publications on Sale

- | | | |
|-----|--|--------|
| 174 | Health and Citizenship Education | \$.10 |
| 179 | Suggested Procedures for Curriculum Construction, etc. | .20 |
| 188 | Course of Study in Foreign Languages, 1935 | .15 |
| 197 | N. C. School Library Handbook (1953 Revision) | .50 |
| 221 | A Manual of Directions for Using the Cumulative Record | .05 |
| 238 | Art in the Public Schools (1949 Edition) | .50 |
| 249 | Language Arts, Grades 1-12 (1950 Revision) | .50 |
| 255 | Handbook for Elementary and Secondary Schools, 1953 | .50 |
| 257 | Planning and Equipping the School Library, 1949 | .25 |
| 259 | Studying the State of North Carolina, 1946 | .25 |
| 261 | Book Displays, 1947 | .25 |
| 267 | Course Guide and Course of Study in Business Education, 1948 | .25 |
| 270 | A Guide to the Teaching of Homemaking, 1949 | .50 |
| 274 | Food Service in North Carolina Public Schools, 1950 | .75 |
| 275 | Mathematics—North Carolina Public Schools, 1-12, 1950 | .25 |
| 279 | Physical Education (Elementary and High School), 1952 | 1.00 |
| 283 | Social Studies, 1952 | .50 |
| 287 | Health Education, N. C. Public Schools, 1954 | 1.00 |
| 289 | Evaluation of Sets of Books, 1953 | .10 |
| 293 | Science for the Elementary School, 1953 | .50 |

Adult Education

In addition to the above lists the following publications for use with adult education programs (reading) may be obtained at 5 cents a copy.

- 212 *Guide Book for Teachers of Adult Elementary Students* by Morriss and Day. 32 p.
- 213 *Our Home. Twenty Reading Lessons for Adult Students, Home Series, Book I* by Barton and Moore. 23 p.
- 214 *Our Home, Our Family, Our Friends. Twenty Reading Lessons for Adult Students, Home Series, Book II* by Mart and Moore. 23 p.

Juvenile Delinquency Demands Coordinated Adult Action

More than a million boys and girls in America will be picked up by police during 1954, and more than 350,000 will appear in our juvenile courts, according to Herbert Brownell, Jr., Attorney General of the United States. A recent radio report indicated that a major crime is committed in America every thirteen seconds, some of these by adolescents, of course. Juvenile delinquency is again a major topic of conversation, not only in the large cities but also in the towns and villages of the country.

Brownell states that juvenile court records show that the majority of boys referred to them are charged with stealing or malicious mischief. Most of the girls are brought in for being ungovernable, for running away, or for some other offense.

"If this year's record is like that of 1952, young persons under eighteen years of age will commit 53 per cent of the automobile thefts, 48 per cent of all burglaries, 4 per cent of homicide cases and 5 per cent of assault charges.

"The prospect for future years is even more serious. By 1960, we shall have 42 per cent more boys and girls in the ten to seventeen age group than we had in 1951. A sobering question, then, is whether the number of delinquent children will increase 42 per cent by 1960. Or will the pace be even greater, as it has been in the last few years? Suppose we had to increase our police forces, or our court facilities,

detention centers, probation services 42 per cent? The prospect is frightening."

Mr. Brownell agrees with J. Edgar Hoover that "The solution to the problem of juvenile delinquency lies in intelligent, coordinated adult action—action which demands full cooperation of adult society, social agencies and law-enforcement. Undoubtedly the most important influence upon the growing youngster is that wielded by the adults whom he observes day by day."

Calendar of Professional Meetings, Conferences, Workshops, Institutes

- November 7-13 —American Education Week
- November 9-11 —Statewide Principals' Conference, Winston-Salem
- November 14-16 —NCEA Division of Supervisors, Southern Pines
- November 16-20 —American School Food Service Association Annual Meeting, Miami Beach, Florida
- November 19 —North Central District, NCEA, Raleigh
- November 25-27 —Annual Meeting, National Council for the Social Studies, NEA, Indianapolis, Ind.
- December 8-10 —NCEA Division of Superintendents, High Point
- December 16-17 —American Social Hygiene Association, New York
- December 27-29 —Fifteenth Christmas Meeting, National Council of Teachers of Mathematics
- February 4-6 —Guidance Conference, Duke University, Durham
- February 19-23 —Thirty-ninth Annual Convention, National Association of Secondary-School Principals, NEA, Atlantic City, N. J.
- February 24-26 —Annual Meeting, American Association of Colleges for Teacher Education, NEA, Chicago, Ill.
- February 24-26 —Annual Convention, National School Boards Association, Chicago, Ill.
- February 26-March 2 —Annual Meeting of the Department of Rural Education, NEA, St. Louis, Mo.
- February 28-March 2 —Tenth Annual Convention, Association for Higher Education, NEA, Chicago.

Firms Asked to Desist from Offering Gifts with Merchandise Sales

Free gifts or bonuses should not be offered by firms soliciting business with the public schools or any other State agencies, according to a recent letter "To all State agencies" from David Q. Holton, Director of the Division of Purchase and Contract.

In a letter to one firm, Director Holton wrote: "Apparently you are not aware that the North Carolina statutes require all equipment, materials and supplies used for operation of city and county public schools, as well as for operation of State departments and institutions, to be purchased through this Division.

"Also," Mr. Holton further wrote, "it is interesting to consider what your attitude toward public officials must be when you suggest that public funds be spent in such a way as to obtain personal gifts for the administrators. . . . Any merchandise you may wish to sell to State institutions or public schools of North Carolina should be bid direct to this Division at your lowest net prices, without any 'bonuses.'"

215 *Highway Signs*. Twenty Reading Lessons for Adult Students, Highway Safety Series, Book I by Barton and Moore. 23 p.

216 *The Driver Studies His Test*. Twenty Reading Lessons for Adult Students, Highway Safety Series, Book II by Barton and Moore. 23 p.

222 *Our Home, Day by Day*. Twenty Reading Lessons for Adult Students, Home Series, Book III by Mutart and Moore. 23 p.

223 *The Driver Takes His Test*. Twenty Reading Lessons for Adult Students, Highway Safety Series, Book III by Barton and Moore. 23 p.

224 *Guide Book for Teachers of Family Life Education* by Rosa and Mills. 36 p.

Two printed publications, *State School Facts* (monthly) and the *North Carolina Public School Bulletin* (monthly for the school year) may be secured upon request for inclusion on the mailing list.

In addition to the publications listed above, there are several others which are available through the divisions of the Department. Two mimeographed bulletins are distributed monthly through the Division of Vocational Education: *Guidance Briefs*, and *School Lunch in the Tar Heel State*.

Quarterly publications are distributed by the school library services, and by the homemaking services for the Future Homemakers of America. Those working in Rehabilitation publish a bulletin entitled *Reach* every two months. Other divisions distribute mimeographed or printed materials at irregular intervals throughout the year.

Allotments From 1953 Fund Now Total \$5,970,145.87

Allotments made by the State Board of Education on September 30 from the 1953 State School Plant Construction and Improvement Fund bring the total from this source to \$5,970,145.87; the approvals on that date amounted to \$820,501.48.

The 1953 Fund was provided by the General Assembly by a bond issue of \$50,000,000, conditioned upon a vote of the people subsequently receiving favorable approval. The allotments of monies approved by the Board on September 30 were for projects to be erected in Columbus, Granville, Macon, Martin and Pitt county administrative units and Lenoir, Chapel Hill and Laurinburg city units. Total cost of the projects approved was \$869,995.99, the difference being provided from local sources. Cost of all projects for which State monies from the 1953 Fund have been allotted to September 30 amounts to \$10,928,186.70.

State To Get \$16,908 For Educational Conferences

A grant of \$16,908 has been made to North Carolina in accordance with an act of Congress "to assist each state to bring together, prior to the White House Conference on Education (1955), educators and other interested citizens to discuss educational problems in the state and make recommendations for appropriate action to be taken at local, state, and Federal levels."

Notice of this grant was received by the late Governor W. B. Umstead and State Superintendent Charles F. Carroll early last month. It is understood that the grant will be accepted and that plans will be made at an early date as to how the funds will be used. The act stipulates "That none of the funds granted to any state may be used to compensate any person for his personal services."

According to Oveta Culp Hobby, Secretary of the Department of Health, Education, and Welfare, "The conference plan recognizes that one of the strengths of the schools in this land is their closeness to the people, with the responsibility for education resting with the states and local communities. In spite of the vitality of American education today, it faces such pressing problems as growing shortages of prepared teachers and educational facilities."

Suggestions for Good Business Writing

1. Write and speak in the tone of authority. Remember, it's YOU who are making the key statements or suggestions.
2. Get the name of the person, project or incident into the story promptly. Remember, names make news!
3. Don't quibble about your recommendations or suggestions. If you are sure of your ground, have the courage of your convictions.
4. Use plenty of examples, prefixed by phrases like "for example," "for instance," "such as," and so forth.
5. Avoid a teacher-to-student tone. You are not one to teach or preach. Accomplish your objective by example and by indirection.
6. Don't state conclusions first, but last. Remember, it is your reasons, proofs or opinions that lead up to your conclusions.
7. Don't change your subject too often; but when you do, indicate the fact in the first line or two.
8. Be exact in your subjects, titles, references. Don't force your reader to guess. And don't flounder around or beat about the bush; say what you mean—not what you *think* you mean.
9. Omit the personal pronoun "I" wherever you can, and substitute the editorial "we"—it is more modest. Use the second or third person, not the first.
10. Use active, not passive, verbs. Keep your subject *moving*, not standing still.
11. Keep your verbs in the present tense. History is written in the past tense; the present tense is up to the minute. If you feel that you can properly be prophetic, use the future tense.
12. Use imperative verbs, like march, move, proceed, observe, inspect, examine, discover, etc. Wherever you properly can, be dynamic, not passive.
13. Use link phrases for smooth transitions, like "in such cases," "here's another example," "incidentally, here's a new angle," "to explain what we mean," "in other words," etc.
14. Use "expectation" sentences for keener interest. Build up a little suspense, just like they do in the movies.
15. Use occasional summaries—very few people do. Landings are placed on stairways because people get tired and have to stop; so put some landings in your writings. Summarize your points and give people a chance to catch their breath.
16. Avoid the mystery of the lost incident. Keep your subject matter in sight constantly, and don't get lost in a mess of complicated phrases.
17. Watch the double "as"; keep them close together and your reader's understanding will be "as good as yours."
18. Avoid double negatives and split infinitives, such as "don't do no such thing" and "to always be on time."
19. Avoid using the neutral word "thing" wherever you possibly can. Substitute therefor words that are specifically related to the "thing"—such as plans, methods, processes, procedures, ways and means, purposes, events, ideas, objectives, articles, matters, principles, facts, conditions, elements, etc.
20. Avoid "ten-dollar" words. Use straightforward Anglo-Saxon expressions as much as possible; they are stronger because of their very simplicity. Polysyllabic words may be spectacular, but they are seldom effective because they are seldom understandable.
21. Watch your sentence structure. For clarity and effectiveness keep your sentences simple and short; the vast majority of them should not run over fifteen to twenty words.
22. Beware of complicated clauses. Most of them can be transformed into simple sentences, with benefit to all.
23. Watch your paragraph structure. Break down your copy into short paragraphs; and where you have a large number of them, use informative headings and sub-headings.
24. Don't overlook emphasis. For special emphasis, use all capitals, indentation, italics, bold face, underlining—but don't use them all together. Use these sparingly and discriminately, or your emphasis will be destroyed.
25. Don't go to extremes with either superlatives or adjectives. The most powerful phrases consist of strong, simple, dynamic words that need no qualifying adjectives.
26. Don't use fragile, delicate sensitive words with strong subjects—and vice versa. For example, compare strong primary colors with pastel shades!
27. Don't equivocate or be ambiguous. Don't say "maybe" if you mean "should"; and don't say "should" if you mean "must."
28. Use picturable words—words that quickly form pictures in the reader's mind.
29. Be a good mixer—don't mix different genders or pronouns or tenses. Why misuse these to confuse your readers?

Action Research in Reading Spark Necessary for Growth

Action research on the school level is often more effective than efforts of the experts, since action research involves the continuing interest and analysis of teachers and administrators themselves.

Recently, the teachers in an elementary school in Grosse Pointe, Michigan, studied the reading habits of 355 children in grades two through six. The teachers classified forty-nine pupils, who, in their opinion, were not making desirable growth in reading. After the faculty had diagnosed the reading difficulties involving the lack of progress by these pupils, the following causes of difficulty were mentioned most frequently: emotional difficulties, 24; phonetic difficulties, 18; weak in comprehension, 12; below average of class mentally, 9; and vocabulary inadequacies, 8. A dozen other difficulties were likewise mentioned.

Following this analysis the staff in this elementary school asked themselves the searching question, "What are we doing about these reading problems?" Following this staff analysis, a number of helpful practices were instituted within the elementary school. Among those most frequently mentioned were the following: Encourage silent reading of easier material on the child's ability level, 20; meaningful phonetic practice, 16; help the child have more faith in his own ability, giving praise, encouragement, and confidence, 15; more understanding help and guidance from the teacher, 15. Other helpful practices were also listed.

The teachers in the Grosse Pointe elementary school agreed that "teachers and children cannot possibly escape gain and growth if they go through the processes of looking for reading difficulties, searching for the causes of those difficulties, and then attempting to solve the problems revealed."

Development of Lifetime Reading Habits Theme of Cooperative Summer Conference

"The Development of Lifetime Reading Habits" was the theme of a mid-summer conference in New York City, attended by members of the American Book Publishers Council, librarians, and other educators.

The basic problem attacked by those attending this conference was this: "How can the enthusiasm for reading found in young children be carried over into adolescence and adult life?" The conference observed that a relatively small proportion of our population uses books regularly; and that only about 25 per cent of adults read a book per month.

Suggestions for action which resulted from this conference emphasized the importance of school libraries and stressed the acceptance of definite standards of service. Specific suggestions include the following:

- Classroom collections to supplement central school library
- Consideration of library problems by proposed White House Conference
- Publicity on school libraries in popular magazines, on radio, and TV
- Radio and TV programs featuring books
- Use of films on school libraries by parent-teacher groups
- Formation of "Friends-of-the-School-Library" groups
- Additional research on effects of reading on behavior
- Encouraging students to buy more books for their own libraries
- More visits and regular visits to book stores by teachers, librarians, and pupils
- Sale of inexpensive books for recreational reading at schools
- Use of book fairs for introducing new books to pupils and teachers
- Making available more and better book lists

- More emphasis on the importance of the library in the total school program in professional education courses
- Availability of more courses in reading for prospective teachers of adolescents

The conference concluded with emphasis on "the importance of surrounding growing children with a great variety of books to enrich the curriculum and to help them feel at home in the world of books, laying the foundation for life-time reading habits."

Fund Raising Activities Less Important Than Sound Teaching

Fund raising at the expense of the instructional program in North Carolina public schools was condemned in a recent speech by Superintendent Charles F. Carroll as being an unworthy practice.

"It is particularly disturbing to me to hear occasionally that a teacher has been told by her principal that she must raise a specified amount with which to help defray the cost of curtains for the auditorium, an amplifying system, motion picture projector, band uniforms, and the like," declared Dr. Carroll.

Admitting the desirability of suitable equipment, Supt. Carroll quickly added that this should not come at the expense of teacher and pupil time in the all too brief instructional period of hardly more than 1080 hours a year.

"Our primary job," Dr. Carroll emphasized, "is to teach boys and girls and not to raise money."

Doctor Gobbledygook Says:



"Consider the differences which exist between maladjustments as such and the particular groupings of 'mala in se' and 'mala prohibita' behavior which on the basis of central or peripheral meaning we label as 'delinquency.'"

30. Watch your spelling; if you are not sure, use the dictionary. Nothing breaks down the respect of your readers so quickly as grotesquely spelled words.

31. Get your names, facts and figures straight—thus you inspire confidence in your statements.

32. Don't become verbose. Short and sweet—and to the point—is definitely better than long-winded, unending discussion. Most business papers are more effective when they keep within one page—and are more apt to be fully read and considered.

33. When in doubt, don't say it! Frequently, your intuition is better than your insistence. But whatever you do, keep within the dictates of good taste. It is just as important to be well groomed in your writing and in your speech, as it is in your appearance. If you are not, even your best friend won't tell you!

—Harry Simmons in Systems, January, 1953.

Cleveland Superintendent Gives Economic Principles

There are three basic economic principles which all teachers should make continuous effort to inculcate in children, from kindergarten through high school, according to a recent article by Mark C. Schinner, Superintendent of Schools, Cleveland, Ohio, in the January 6th edition of *Senior Scholastic*.

These principles are:

"1. *You can't get something for nothing.* Too many think they can. That is the basis of gambling and most speculation. Giving a higher mark in school than is earned is proving that the student can get something for nothing. That is bad business. When parents urge no homework, they somehow expect something for nothing. One gets out of school work about what he puts into it. Only parasites get something for nothing.

2. *You can't spend more than you have and remain solvent.* The longer such system is followed, the more impossible it becomes to keep afloat. Know

anyone who trades in a mortgaged car on a new one and has both a newer car and a bigger mortgage? The woods are full of such people. It is bad economics. It's somewhat like drug addiction. This applies equally to a person, a business, or a government.

3. *You cannot equalize ability by a handicap system.* It is wrong to expect as much from a youngster with a low I. Q. as it is expected from a youngster with a high I. Q. It is also wrong to set up handicaps so that they come out even. Leave that for the exclusive use of the racing stewards. Competition still has a place in America, thank goodness, and I don't want it any other way.

"In every school day, there are numerous incidents in each student's school experience when three fundamentals are present. Just repeatedly bringing them to the pupil's consciousness will work wonders. If all our people accepted these three economic axioms and lived by them, we would live in an economic paradise."

Handbook on School Policies Prepared by Caswell Board

Under the supervision of Superintendent Thomas H. Whitley of the Caswell county schools, a handbook of philosophy and policy has been prepared for use by the Caswell County Board of Education.

Direct statements of underlying educational philosophy appear in the first section of the handbook; whereas, statements of policy on the following topics constitute the second part of the booklet: attendance, transportation, duties of employees, employment procedures, financial, organization of school system, operation of school system, and use of school property.

Broad topics are broken down into their functional sub-heads, and policies for each breakdown made explicit. For example, policies on *Transportation* are considered under four headings:

- Responsibility for keeping buses on State-approved routes
- Overloading buses
- Number pupils assigned to bus
- Reciprocal agreement with surrounding counties

Superintendent Whitley has received congratulations from a number of educators for his sensible and practical approach to a vital problem.

Popular Government Devotes Entire Issue to Segregation

Popular Government for September, 1954, published by the Institute of Government at the University of North Carolina, is devoted entirely to a special report to the Governor of North Carolina on the decision of the Supreme Court on May 17, 1954.

The first part of this bulletin is devoted to a discussion of the background of the decision. Chapter headings for this section include "The Negro Comes to North Carolina," "The Free Negro in North Carolina," "Schooling from 1665 to 1865," "Schooling from 1865 to 1954," "Coming Events Cast Their Shadows Before," "Where Do We Go from Here?," and "The Shape of Things to Come."

The second part of this issue deals with the decision of May 17th, and alternatives open to North Carolina. Chapters in this section are entitled "Preserving Segregation by Providing Free Education in Private Schools," "The Public Schools and the Next Decision," and "Possible Ways of Working a Gradual Adjustment."

The final section of this magazine is the text on the Court's decision.

Jackson County Compiles History of Schools

An historical account of the Jackson County public schools covering the last hundred years has recently been completed under the supervision of Johnathan E. Brown, chairman of the historical committee, Jackson County unit, NCEA. This 40-page booklet, well-illustrated and full of interesting and valuable information, was made possible through the efforts of many people, including Superintendent W. Vernon Cope, according to Mary R. Cowan, president of the Jackson County unit of the NCEA.

Contents of the volume include pictures of the school board, Jackson County teachers, and many of the old and new schools within the county. A special feature of the bulletin is a listing of the retired teachers of the county plus the superintendents of education since 1853.

The hundred-years history of the schools in Jackson is presented through reprints of newspaper items, speeches, and special articles. Much emphasis in the bulletin is placed on the recent improvements in adequate consolidation.

Cities or counties interested in compiling a complete history of their schools might wish to order copies of this volume from Superintendent W. Vernon Cope.

Health-Physical Education Bulletin For Ninth Grade Revised and Distributed

A health and physical education bulletin for the ninth grade, prepared by the Division of School Health and Physical Education in the Department of Public Instruction, has recently been distributed throughout the State.

The bulletin has a section on health education in the ninth grade, which is followed by a valuable list of free and inexpensive materials to be used in this area. The second section is on physical education in the ninth grade, with suggestions for the first days in physical education and skills to teach in physical education. This section is followed by a ninth grade physical education checklist.

Those preparing the bulletin include Charles E. Spencer, J. L. Pierce, Taylor Dodson, R. M. Fink, Mrs. Annie Ray Moore, Helen Stuart, and Georgia W. Barbee.

The Attorney General Rules . . .

Public Contracts; Recovery on Quantum Meruit

Dr. Chas. F. Carroll, State Superintendent of Public Instruction, has forwarded to this office a large file dealing with the High School Building project in I have reviewed this file in detail and attended a conference in this office on yesterday, at which conference you and representatives of the City School Board were present. The file originally presented the question as to whether the general contract on this project was valid because the contractor owned an interest in the firm of the Architect who would supervise the job. The file discloses the fact that the contractor has now disposed of his interest in the Architect's firm.

The file also raised the question as to whether such material changes in plans and specifications had been made as to preclude a negotiation of the contract with the lowest responsible bidder under the provisions of G. S. 143-129. It is my understanding that the contractor now consents to a readvertisement for bids so that the question of material changes in plans and specifications does not now arise.

At the conference on yesterday you requested the opinion of this office as to whether, in case the school board shall decide to readvertise, the contractor can be given credit for grading that he has already done under the contract and for certain steel that has been ordered cut according to the specifications for this particular job.

In the case of *HAWKINS v. DALLAS*, 229 N. C. 561, our Supreme Court held that an express contract not made in conformity with the provisions of G. S. 143-129 is void when that statute is applicable. However, the Court held in that case that when work has actually been done or materials have been furnished under the contract, the municipality "is bound on a *quantum meruit* for the reasonable and just value of the work and labor done and materials furnished."

Answering your question directly, it is my opinion that if the School Board, with the consent of the successful bidder, shall decide to readvertise for bids, the plans and specifications can be changed so as to eliminate the work already done by the present contractor and the present contractor can be

compensated for the just and reasonable value of the grading done and the steel furnished to date. However, I suggest that a definite agreement be made with the contractor in advance as to the amount of this reimbursement. —Attorney General, September 8, 1954.

Vocational Education; County School Budget

In reply to inquiry: In your letter of June 18th you write:

"With respect to the appropriation of funds in the current expense budget under the heading of Vocational Teachers for the instruction of adults in the schools of the county outside regular school hours, we would like to be advised whether or not such appropriations made to the Board of Education of any county by the Commissioners of such county, would be legally or illegally appropriated.

"The above-mentioned funds would be used to pay instructors for night classes in such areas as electronics, office practice, blue-print reading, and related vocational subjects."

Article 9, Section 2 of the State Constitution requires the General Assembly to provide by taxation and otherwise for a general and uniform system of public schools wherein tuition shall be free of charge to all children of the State between the ages of six and twenty-one years. Our Supreme Court holds that this section of the Constitution is mandatory. *LACY v. FIDELITY BANK*, 183 N. C. 373; *MEBANE GRADED SCHOOL DISTRICT v. ALAMANCE COUNTY*, 211 N. C. 213. Article 9, Section 3 of the Constitution requires the maintenance of one or more public schools in each district for at least six months in every year. The foregoing constitutional provisions set the minimum standards for public education in this State, but it is my view that the Legislature has authority to authorize a system exceeding the minimum requirements. For instance, G. S. 115-65 authorizes the establishment of kindergartens as a part of the public school system by compliance with the provisions of that section. In some communities, by local statute, junior colleges have been made a part of the public school system.

G. S. 115-69 authorizes the State Board of Education to provide rules

and regulations for establishing and conducting schools to teach adults and stipulates that said schools when provided for shall become a part of the public school system of the State and shall be conducted under the supervision of the State Superintendent of Public Instruction. By Article 34, Chapter 115 of the General Statutes, the General Assembly has provided for a system of vocational education under the supervision and control of the State Board of Education. The first section of that Article, G. S. 115-241, stipulates that the State of North Carolina accepts all the provisions and benefits of the Act of Congress known as the Smith-Hughes Act. G. S. 115-245 obligates the State to appropriate out of the State Public School Fund for each fiscal year a sum equal to the maximum which may be allotted to the State of North Carolina from the Federal Treasury under the Smith-Hughes Act. G. S. 115-247 authorizes the County Board of Education and the Board of County Commissioners of each county to cooperate with the State Board of Education in the establishment of vocational schools or classes giving instruction in agricultural subjects, or trade or industrial subjects or in home economics, or in all three of these subjects and authorizes the use for such purposes of money raised by public taxation in the same manner as such money is used for other public school purposes. Article 34, Chapter 115 of the General Statutes was first enacted in 1917 a few days before the actual passage of the Smith-Hughes Act. Ever since that time the State of North Carolina has been obligated to comply with the terms of said Act.

In the case of *BICKETT v. TAX COMMISSION*, 177 N. C. 433, at page 444, Chief Justice Clark of our Supreme Court said:

"When a legislative act has been duly ratified by the law-making department of the government, it is not merely *prima facie* law, but it is 'the law' unless repealed by that body itself or declared unconstitutional by some tribunal vested with judicial power to declare it unconstitutional upon the application of some party in interest who shall show beyond a reasonable doubt in the minds of such

(Continued on page 16)

LOOKING BACK

5 Years Ago

(N. C. Public School Bulletin, November, 1949)

C. H. Jourdan, a well-trained and experienced engineer, has been employed in the Controller's Office, Division of Plant Operation, it is announced by C. D. Douglas, Controller, State Board of Education.

Mrs. Anne W. Maley, who recently resigned as State Supervisor of the School Lunch Program to accept similar work in her native state of Texas, has returned to North Carolina and to the position which she left.

A good school board should do more than meet to pass on routine matters, in the opinion of Guy B. Phillips, Executive Secretary of the North Carolina State School Board Association.

10 Years Ago

(N. C. Public School Bulletin, November, 1944)

A total of \$36,968,749 was expended during the school year 1943-44 in the administrative units of the State for the operation of the nine months school term, it is revealed from the audit report recently completed on these expenditures.

The public schools should give all assistance possible in the paper collection drives that take place from time to time in various places throughout the State, State Supt. Clyde A. Erwin said recently when he received a memorandum from U. S. Commissioner J. W. Studebaker in which he enclosed a copy of a telegram from J. A. Krug, Chairman of the War Production Board, sent last month to all daily newspapers.

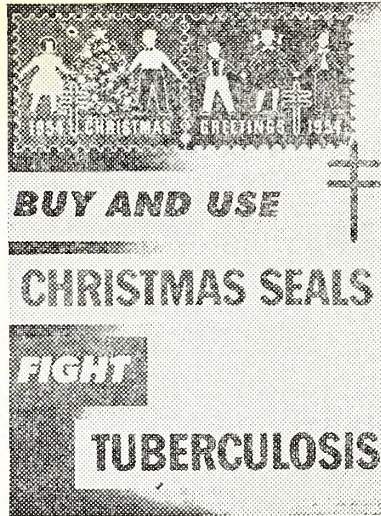
15 Years Ago

(N. C. Public School Bulletin, November, 1939)

The WPA Education Program in North Carolina will emphasize three phases of work this fall and winter. These three phases will be: (1) literary, (2) education for family living, and (3) safe driving schools.

At its nineteenth annual meeting which was held on October 24 and 25 at Greensboro, the North Carolina College Conference elected H. G. Bedinger, President of Flora Macdonald College, president and Professor A. D. Franks of E. C. T. C., vice-president.

On October 12th the Board of Trustees of the Elizabeth City State Teachers College elected Harold L. Trigg, member of the Division of Negro Education, as President of that institution to succeed the late President John Henry Bias.



The Attorney General Rules

(Continued from page 15)

tribunal that his interest in the matter in controversy was protected by the Constitution, and has been infringed by the statute." This office certainly has no authority to declare an act of the General Assembly unconstitutional.

Answering your question directly, it is the view of this office that until the Supreme Court of North Carolina decides otherwise, G. S. 115-247 authorizes boards of county commissioners in this State to appropriate funds in the current expense budget for the purposes indicated in your letter. —Attorney General, June 23, 1954.

Miss Dennis Attends International Meeting

Catherine T. Dennis, Home Economics Supervisor in the State Department of Public Instruction, recently returned from Paris, where she attended the International Home Economics Federation Council meeting. Representatives of fourteen countries were present at this meeting, which was held early in September for the purpose of revising the constitution and for making plans for future work of the Federation.

Officers for the next five years were elected as well as members of the executive committee. Miss Dennis was elected to the executive committee of the Federation, which will meet soon to work further on future programs of action.

MAKING TODAY'S NEWS

Durham. Del Amnott, acting chairman of the Citizens Committee for Better Durham County Schools, was elected permanent chairman of the group at a meeting held last night in the Courthouse.—Durham SUN, September 30.

Burlington. The first Special Education Class in the city school system, operating since September 15, is showing "remarkable progress," according to an announcement today from Dr. L. E. Spikes, superintendent.—Raleigh NEWS AND OBSERVER, September 24.

Iredell. Delivery of 10,000 pounds of peaches to Iredell County schools today pointed up the part played by surplus commodities distributed by warehouses storing army surpluses and food purchased by the Commodity Credit Corporation.—Statesville RECORD, September 24.

Oxford. The Oxford School Boy Patrol, which has functioned during the school term for about 12 years, is being activated again under the general direction of Frank W. Bullock.—Oxford LEDGER, September 28.

Harnett. Classes in driver training have begun at Dnnn High School, giving Harnett County its first such program, Principal A. B. Johnson announced today.—Fayetteville OBSERVER, October 4.

Henderson. Eighty-six boys and girls in the the Henderson community are serving their schools this year as members of the Henderson Schoolboy Patrol.—Henderson DISPATCH, October 7.

Durham. The fifth annual North Carolina School Food Service Association will convene here tomorrow for a three-day session with headquarters at the Washington Duke Hotel.—Durham SUN, October 13.

Elizabeth City. North Carolina's greatest natural resources are the unrealized skills of her people, Brandon Hodges said at the annual Business Education dinner at the Virginia Dare Hotel Thursday night.—Elizabeth City ADVANCE, October 15.

Newton-Conover. A singular honor has come to Newton-Conover High School in that its science teacher, Yates W. Havmaer, is one of several North Carolina high school science teachers who has been asked to participate as a leader in a conference at Chapel Hill to initiate an extensive program of science fairs in the State.—Newton NEWS-ENTERPRISE, October 13.



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BULLETIN

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December, 1954

RALEIGH, NORTH CAROLINA

Vol. XIX, No. 4

Business Leaders Emphasize English As Background for Intelligent Leadership

Leaders in business and industry joined with approximately 200 college English teachers, October 16, at State College, to discuss "Training in English as a Foundation for Successful and Efficient Service in Business and Industry." The meeting was a divisional gathering of the College English Association, with representatives from Virginia, West Virginia, and North Carolina in attendance.

At the round-table discussion, presided over by George F. Horner of the University of North Carolina, five leaders in business and industry presented their views on the background training in language and literature necessary for intelligent leadership. These men included C. G. Johnson, placement department, Deering Millikin Service Corporation; William Ruffin, president of the Ervin Mills, Inc., and past president of the National Association of Manufacturers; Stuart Sanders, vice-president and general counsel, Norfolk and Western Railway; Louis Sutton, president of the Carolina Power and Light Co., and past president of the Edison Institute; and Charles B. Wade, Jr., personnel director, Reynolds Tobacco Company.

Consensus of this group was that English is a fundamental tool for developing qualities of leadership necessary for business and industry. Emphasis was placed on the specific values for technicians accruing from language and literature when well taught; and some of the group favored the extension of the liberal arts curriculum even at the expense of technical training as a fundamental basis for intelligent leadership in business.

At the luncheon meeting, at which Carl Y. Connor of Sweet Briar presided, Chancellor Carey H. Bostian of State, Vice-President Harris Purks of Carolina, and Dean John W. Shirley of State, participated. The chief address was by Jonathan Daniels, who dis-

cussed "The Journalist and the Humanities."

Three sub-groups met during the afternoon to discuss: 1. "Practical Methods of Meeting the Problem," 2. "Promoting More and Better Writing Beyond the Freshman Year," and 3. "Literature for Non-English Majors."

Council on Teacher Education Hears Carroll on Certification

Featuring the annual fall meeting of the State Advisory Council on Teacher Education, which met in Raleigh, October 19, were remarks by Dr. Charles F. Carroll on certification. Approximately forty members were present.

In discussing with the group the certification of teachers in North Carolina, Dr. Carroll stressed the fact that the present certification regulations should be thoroughly explained to members of the profession and that they, in turn, should explain them to the public. Dr. Carroll further stated that "we cannot be oblivious to the work of college and university people in North Carolina, and the profession, who, during the past thirty years, have pooled their thinking and have brought about the present program of teacher education and certification."

Chairmen of continuing committees made their reports on the following topics: education of the elementary teacher, education of the secondary teacher, renewal of certificates, selective recruitment and admissions, and student teaching.

New business to be considered at the spring meeting of the Advisory Council will include certification of school psychologists, accreditation of teacher education institutions, the approval of institution-wide programs of teacher education, and reciprocity.

NEA Handbook on Reading Available to Parents

A handbook for parents whose children will soon learn to read has just been issued by the Department of Elementary School Principals and the National School Public Relations Association of the NEA. Since there are approximately five million first-graders this year, it is expected that many parents will take advantage of this recent 40-page publication.

The thesis of *Janie Learns to Read* is the importance of confidence, good will, and cooperation among teacher, parent, and child. Written by the mother of a first-grader, the handbook answers many questions from parents wondering how and when their six-year-olds will learn to read. The booklet may be obtained from the National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C., at 50c per copy.

Timed to coincide with the opening of school, the story is launched with six-year-old Janie's first day in class and follows her through several weeks of exciting getting-ready-to-read experiences in first grade—"writing" a story about her visit to a farm, the chores involved in caring for a rabbit, the first workbooks and sessions in the teacher's reading groups.

Parents will also find here clear descriptions of some of the modern tools for teaching reading—experience charts, wall charts, the Readiness Book and the Pre-Primer, along with the beginning of phonics. They may also make the happy discovery that the love, security, and simple learning adventures offered a child in his pre-school years will help him to tackle confidently the job of learning to read in school.

Janie Learns to Read also offers specific suggestions for parents who want to encourage good emotional patterns, helpful living habits, and feelings of competence in their children—all of which help the child to develop a readiness for reading.

Superintendent Carroll Says . . .

Christmas belongs to everyone! But more especially to parents, children and teachers! To each group and to each individual within the group, Christmas has a different meaning; and, in turn, is interpreted and celebrated in many various ways. Yet, in spite of this, there are certain common characteristics within groups and among individuals which are particularly obvious at Christmas time.

At Christmas time, the child is the center of attention; while parents, teachers, and other adults enjoy and try pleasantly and patiently to understand him. Genuine interest in others, we are realizing with increasing keenness, is fundamental to sound relations in home, school, and society. Moreover, it is necessary—we now know—for sound mental and physical health. I'm sure none of us would desire to alter this basic concept of Christmas, though some of its extravagant manifestations might need reappraisal.

At Christmas time, young and old alike happily and successfully demonstrate the tremendous possibilities of cooperation and group action. The attitude of good will which seems to permeate so many of our actions during the Christmas season and which often results in more permanent understandings, is directly the result, it seems, of mutual respect one for the other. The atmosphere of Christmas seems to foster the finest in human relationships.

At Christmas time, family responsibilities are emphasized, and no one gainsays the importance of this emphasis. At Christmas time particularly, these responsibilities include kindness and goodwill to those within the larger community—our Nation, our world. The cooperative encouragement of this attitude so prevalent at Christmas time, suggests unlimited possibilities for the days and months of the year ahead.

Over, above, and beyond the differences in our celebration of Christmas are certain threads of gold common to the best thinking of all of us. The degree to which these threads of mutual respect, understanding, and cooperation are woven into the pattern of our daily lives suggests the degree to which the homes, the schools, the churches, and other institutions in our communities are doing a good job.

To every educator in North Carolina, I greet you at Christmas time with the complete assurance that this happy and provocative season will be the occasion for renewing your confidence in humanity, your faith in the teaching profession, and your determination to find ways of making permanent the ideals which surge in the hearts of all of us at Christmas time.

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Ye Editor Comments...

Experimental Feature

With this number of the BULLETIN editorial comment is being introduced along with some of the news stories as a new feature. These comments will be in italics. This feature is being presented on an experimental basis for the consideration and reaction of our readers. This policy of relating comment with story, it is felt, will be more convenient to the reader, and will also afford the Department opportunities for expressing opinions—for whatever they are worth. Such comments will be brief in each instance and will not displace the regular editorials.

Sir Walter Raleigh Memorial

Because of the numerous calls made upon the public schools for funds for charitable and other good purposes, many school administrators have adopted the policy of not permitting financial drives of any sort within the schools. Such a policy seems wise on the basis of the time-consuming aspect of such activities, and the relative worthiness of many projects. There are occasions, however, when good reasons suggest that an exception be made to an established policy. Such an exception is the opportunity now provided for voluntary donations by the school children of the State for the erection of a memorial in honor of Sir Walter Raleigh.

The General Assembly of North Carolina has authorized that a "Sir Walter Raleigh Day" be observed throughout the State. This was done on the third of this month. The General Assembly also empowered the State Superintendent of Public Instruction "to permit voluntary donations to be made by the school children of the State for the erection of a memorial in the city of Raleigh in honor of Sir Walter Raleigh." Insofar as is known, this is the first time in the history of the State that voluntary contributions have been sanctioned by legislative authority. This does not mean, of course, that there is any compulsion attached to such authorization. It simply means that in this particular instance **voluntary** donations may be permitted because of the significance of the project. It is felt that North Carolina pupils will profit from participating in the erection of a memorial to a man who played an important part in the colonization of this State. It is hoped that every child will be given an opportunity to give to this fund, even if no more than a penny, and thus express his appreciation for the great Sir Walter Raleigh.

DECEMBER, NINETEEN HUNDRED FIFTY-FOUR

Seeking-Finding-Constructing

There is no substitute for awareness on the part of teachers, supervisors, and administrators that teaching aids are all about us, no matter where we work. This trite observation cannot be overemphasized, it seems, as educators seek acceptable ways of improving instruction. In situations where cooperative planning is recognized as a valuable aspect of learning, pupils and teachers alike will often find unbelievably rich and varied teaching aids within the local community.

The process itself of seeking-finding-constructing seems invaluable for pupils **and** teachers as properly individualized and group instruction is planned, since so much that is regarded as sound educationally and psychologically is involved in this process. Interest and motivation are likely to characterize this type of activity; individual and group responsibilities are certain to evolve; cooperative endeavor between school and community can be expected to result; and a synthesizing of purposes and actual experiences may well enter the picture. As a consequence, the process of seeking, finding, and constructing teaching aids can be as significant as the actual use of such aids.

If this point of view has value, then all educational personnel might do much toward improving instruction by placing increasing emphasis on the techniques of securing teaching aids as well as on their effective use. An awareness of the possible learning experiences involved in cooperative development of teaching aids can strengthen the instructional program in many schools.

School Handbooks

Many of the county and city administrative units of North Carolina annually issue what are generally called "Handbooks" for the professional personnel. These publications include a variety of worthwhile material—suggestions, rules of procedure, schedules, policies, etc.—all very useful and helpful to teachers, principals, supervisors, and other school personnel. A number of these handbooks have been sent to the State Department, and have come to the editor's desk. We have examined these publications with a great deal of interest, and note that, by and large, the handbooks issued this year are excellent. These local bulletins, prepared and issued by the local school people themselves, as well as the State Department's "Handbook for Elementary and Secondary Schools," should be sources of information indispensable to all professional school personnel. We commend the idea of a local handbook to these school units which have not in the past issued such guides. We also think that a handbook prepared especially for parents would be a means of good public school relations.

Picture Slides on N. C. Available Through Dept. Archives-History

Eight slide programs are now available on a loan basis to schools through the North Carolina Department of Archives and History, Raleigh.

These teaching aids include the following group of slides:

Early Architecture of North Carolina
North Carolina Legends and Mysteries
The Cherokee Indians, their Myths and Legends
Fort Macon
"The Lost Colony"
"Unto These Hills"
North Carolina Pottery
Wedgewood China

Business Men Learn Faster Reading Skills

The modern businessman is often plagued by his inability to read all of the vast amount of material flowing over his desk each day. This frequently accounts for the thick briefcase carried home at night or the high stack of data on the corner of a desk.

Recently 23 businessmen in Kalamazoo, tired of this constant back-log of information which they needed to assimilate, asked Homer L. J. Carter, director of the psycho-educational clinic at Western Michigan College, for help.

They got that assistance, and the results 10 weeks later reveal that it paid off handsomely. These men spent two hours a week for 10 weeks working with Carter and his staff, using as textual material those things with which they normally worked.

For the 23 men, ranging in age from 26 to 62, the average final scores showed an increase of 70 per cent in reading rate, and a surprising rise of 15 per cent in comprehension. Carter said afterwards that the reading rate rise was so great that it could be assumed that little or no rise would occur in comprehension. But it did!

Carter states that the average adult reads about 250 words a minute, while two of his businessmen-students showed records of 300 to start and 504 at the end; another, 168 rising to 444. While the average adult comprehends about 65 per cent of what he reads, typical before and after scores were 77% to 93%, 72% to 86%, and 65% to 75%. (Michigan Education Journal.)

Junior High Committee Recommends Membership in Southern Association

For two years the Southern Association of Colleges and Secondary Schools has been giving special consideration to problems facing junior high schools. Much of the investigation has been under the chairmanship of Superintendent Dean Pruette of High Point.

As early as December, 1953, Superintendent Pruette indicated that principals of junior high schools "were practically unanimous in saying (through questionnaires) that they were in search of good practices; that they would welcome a self-evaluation instrument; and that they would like to have an opportunity for pooling and sharing good practices."

How junior high schools might best profit from the services of the Association has been a debatable question during recent years; nevertheless, the committee on junior high schools has submitted the following recommendations for further consideration at the December meeting of the entire Association in Louisville:

A. That junior high schools be admitted to membership in the Southern Association.

B. That grades seven, eight, and nine be recognized as junior high school grades, but that a school with other combinations of grades may be acceptable provided the state committee agree that such a school otherwise meets standards adopted for junior high schools.

C. That applications be submitted to the state committee and processed as are those of high schools.

D. That standards now in effect for high schools be made applicable to junior high schools, with whatever modifications are necessary to make them appropriate.

E. That, whether or not membership is extended to junior high schools, the Association proceed to develop a program of service to the junior high schools.

Policies with Publishers' Consultants Established

In order to improve the consultant services provided by the publishers of textbooks the State Department of Public Instruction has established policies and procedures for the use of such services in the public schools.

The following procedures are to be followed in the future in the scheduling of consultant services:

1. Companies are requested to register annually by April first with the Assistant State Superintendent in Instruction the names of consultants who will be used in the State. Such registration should include listing by the company the subject areas in which their consultants will work.

2. It is requested that before beginning work in the State, consultants plan to meet with members of the State Department's instructional staff to review their plan of work and schedule and to bring themselves up to date on Department publications, policies and procedures, and instructional orientation. Since consultants have at best limited contact with school faculties which they serve, it is believed that the State supervisors who have continuing contact with the areas of the State into which consultants will go can be of help in orienting consultants to instructional problems to be met, long range plans to solve these problems and services which have already been provided.

3. In planning programs of in-service education local supervisors normally advise the Department of the types of consultant service needed and the approximate dates when such service will best fit into their programs. Such advance planning prevent a piling up of services in an administrative unit. It is suggested that before April first of each year each company will notify the Department the number of weeks and the inclusive dates which they wish to provide consultant service in the State during the following school year. State supervisors will then schedule consultants within their geographic areas to make maximum use of their service in in-service programs with efficient use of time and travel.

Pen Pals Wanted

The John Burroughs Junior High School Civic Club, 131 Lewis Street, New York City, is interested in instituting a program of pen pals. Any boys and girls of North Carolina wishing to enter such an activity should address that club for further details.

Pledge of Allegiance to Flag Modified by Act of Congress

The Pledge of Allegiance to the Flag was amended by an act of Congress on June 14, 1954 to read as follows: "I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation *under God*, indivisible, with liberty and justice for all." This revised form should now be followed whenever the pledge is used.

Eighteen years of research has established, with little doubt, the fact that Francis Bellamy was the author of the Pledge of Allegiance. The Pledge first appeared in print in *Youth's Companion*, September 8, 1892; and since that time has had three minor changes.

Bellamy was born in 1855 and died in 1931. His grave is at Rome, New York, his birthplace.

Some people opposed the recent change in the Pledge of Allegiance, stating that the addition of the two words has altered the rhythm which the other version had. Most people feel, however, that the sentiment expressed by the change more than makes up for the alteration in the flow of the sentence.

The Bellamy family has asked Congress not to approve any further changes in the wording of the Pledge.

Health Materials Distributed

Health Education Materials, a fall bulletin by the Division of School Health and Physical Education, has been distributed to principals and superintendents throughout the State.

This listing of materials has been prepared by the staff of the Division for the purpose of helping superintendents and supervisors assist teachers with the improvement of health teaching. It is hoped that a similar publication can become an annual affair.

The Division of School Health and Physical Education would appreciate reviews on materials used by teachers throughout the State, which in turn may be shared by all teachers interested in the improvement of health teaching.

Additional copies of this mimeographed bulletin are available through the State Department of Public Instruction.

Financial Figures on Education In 413 Cities Available

The amounts of money spent by 413 cities of various population sizes throughout the United States on the education of each public school child per year are reported in two publications just issued by the Office of Education, U. S. Department of Health, Education, and Welfare.

For 80 large cities of 100,000 population or more, the current expenditures per pupil per year range from \$134 to \$395. Cities of this size in the middle of the expenditure span spent from \$221.34 to \$298.88 per pupil per year. This is a daily expenditure of from \$1.21 to \$1.68 per pupil.

For 110 small cities of 2,500 to 10,000 population, the Office of Education report reveals expenditures for the year ranging from \$97 at the lowest level to \$676 at the highest for each child's education. The middle half of the cities in this population group had a range in expenditure for the year from \$201.53 to \$251.16 per pupil, or \$1.12 to \$1.40 per pupil per day for each school day taught.

In releasing this information, together with reports of expenditures for 93 cities of 25,000 to 100,000 population and 130 medium-sized cities of 10,000 to 25,000 population, Samuel M. Brownell, Commissioner of Education, stated: "These data will be helpful to school administrators and others in seeing how their cities stand comparatively in the amount of money spent on costs of teaching, administration, and other current expenses in public school education. What others spend is by no means what any individual city should necessarily spend," Commissioner Brownell said, "but to know if one is or is not in line with others can be a useful guide in seeking out why such differences exist."

The Office of Education reports are part of a long series compiled as aids to school superintendents, school officials, and the public in general. They are available by purchase from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. A limited number of free copies is available from the Office of Education.

Births Greater Than Year Ago

There were 1,825 more live births recorded in North Carolina for the first eight months of 1954 than for the same period last year, according to a recent release from the Division of Vital Statistics, State Board of Health.

Live births, according to this release totaled 86,271 from January 1 to Sept. 30, 1954, whereas the figure for the same period a year ago was 84,446. Infant deaths during the same eight months for the two years decreased, the report shows, from 2,784 to 2,603, or 181.

According to State Superintendent Charles F. Carroll these birth statistics will show up as first grade children in 1960. "In terms of our program," he said, "these figures mean that approximately 90 more teachers will be needed for the year 1960-61 over the number necessary for the preceding year, 1959-60. They also indicate the need for more classrooms, more supplies, more equipment, and more of everything needed to provide an educational opportunity to this increased number of boys and girls."

1000 New Book Titles Listed in Library Catalogue

More than 1000 new titles have been added to the library book catalogue since the last edition a year ago. These books were chosen from more than 1800 titles by personnel of the library office in the State Department of Public Instruction plus a number of teachers and librarians throughout the State.

These books are available through the Division of Textbooks, and should be ordered according to suggestions given in the library book catalogue. Books are listed according to author, title, publisher, grade range, and classification. New books appear in blackface type.

Cora Paul Bomar, State library adviser, has emphasized that books not in stock *will be ordered* and mailed to respective schools as early as they can be procured. "This new and improved service should be of interest to all schools," stated Miss Bomar.

Teacher Poses Pertinent Questions For Administrators to Consider

The attitudes and techniques of the school administrator in dealing with his faculty have, for a long time, been recognized as fundamental to the success or failure of the school program.

Mack Horsmon, a teacher in the Battle Creek, Michigan, public schools, has asked a series of pertinent questions in the *Michigan Education Journal* concerning this vital topic. Mr. Horsmon strongly feels that since teachers are on the receiving end of much of school administration, their viewpoints on what constitutes good administrative techniques should more often be considered.

School administrators might be interested in the following questions pertinent to this topic:

1. Do you create or perpetuate a barrier of any kind between yourself and your faculty; or do you strive for an atmosphere that encourages free, frank, and respectful communication among all personnel?

2. Do you encourage artificial, stultifying formality; or do you encourage that informality which is the germ of meaningful communication?

3. Do you, as an administrator, display an attitude of superiority; or are you humble in your position and in what you know, realizing that you, too, may still learn?

4. Do you, when supervising, give the impression that you are "checking up," or do you supervise in such a way that it is recognized as sincere and interested help, not as spying?

5. Do you pose as the overburdened and harassed administrator, thus warding off possible communication with your staff; or do you present an appearance of efficiency, competence, and satisfaction in your job, open at all times for consideration of new problems?

6. Do you put on a "show" for visitors or superiors, just for the sake of impression; or do you and your school proceed in its natural way, thus displaying its everyday appearance?

7. Do you fail to back up your teachers in any matter; or do you show your confidence in them by standing behind them at all times?

8. Are you the secretive or evasive type, dwelling in ambiguities and subtleties; or are you frank, giving honest and direct answers when they are sought?

9. Do you dictate policy, values, or anything; or do you create an atmosphere of sharing, out of which common decisions will be accepted and growth for all may take place?

10. Do you make a faculty member's decisions for him, trying to keep him from making mistakes; or do you encourage him to formulate his own plan of action, to test it, and thereby grow through experimentation and possible error?

11. Do you burden your faculty with useless meetings, and then dominate these meetings; or do you call meetings only when there is a clear need? And then, do you allow the meeting to center around problems common to all, not just your own?

12. Do you veto group decisions when they are contrary to your own thinking; or do you regard yourself as one of the group and abide by its findings?

13. Do you treat a faculty member's problems, comments, or questions as trivialities; or do you show a concern for the personal welfare of your entire faculty?

14. Do you neglect your responsibility for personal and professional growth of your staff; or are you constantly utilizing opportunities to help your staff in these matters?

15. Do you expect your teachers to be "red-hot" zealots every day they're in school; or do you realize that they are human beings, subject to the same ups and downs as other people?

Adult Education Emphasized in Series of Bryson Lectures

Reason and Discontent, The Task of Liberal Adult Education, by Lyman Bryson, is a series of three lectures delivered at the University of Wisconsin during the last academic year. These lectures are now available through The Fund For Adult Education, Pasadena, California.

The first lecture is entitled "Teaching Ourselves to be Free"; second, "The Community of Ideas," and the third, "The Achievement of Standards."

These brilliant lectures may be of interest to school men and women throughout North Carolina.

First Annual Report of HEW Released by Sec'y Hobby

The first annual report of the recently organized U. S. Department of Health, Education and Welfare, has been released by Oveta Culp Hobby, Secretary.

The secretary's report includes a discussion of activities and progress made in Social Security Administration, Public Health Service, Office of Education, Food and Drug Administration, and Office of Vocational Rehabilitation. Other aspects of health education and welfare are also discussed in this 300-page bulletin.

This annual report is for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at \$1.00 per copy.

College Conference Stresses Need for Understanding Between High Schools—Colleges

Featuring the thirty-fourth annual meeting of the North Carolina College Conference which met in Winston-Salem, November 4 and 5, was a panel discussion, "Our Admission Procedures." The panel was led by Roy Armstrong, director of admissions, University of North Carolina; and Joseph Q. Holliday, principal of the Needham B. Broughton High School in Raleigh. The thesis developed in this panel, that there should be more intimate acquaintance and cooperation between the high schools and colleges of the State, has brought forth a number of favorable editorials throughout the State.

Herein it seems, lies one of the greatest opportunities for mutual assistance and progress which North Carolina educators have. High schools need to know much more about the colleges of the State; and, conversely, the colleges cannot do their best work until they know more about the high schools of the State.

Edwin Gill addressed the group on "The Financial Outlook for Public Education in North Carolina." In addition, five standing committees and three special committees made their reports to the conference.

Dr. Dennis Cook, president of High Point College, was elected president of the College Conference for next year, succeeding Carlyle Campbell, president of Meredith College.



Warren Chosen President-Elect Nat'l Rehabilitation Group

Charles H. Warren of Raleigh, State Director of Vocational Rehabilitation in the Department of Public Instruction, was elected president-elect of the National Rehabilitation Association at the annual meeting of the organization in Baltimore, Md., Tuesday, Oct. 26.

A native of Lenoir and resident of Raleigh since 1930, Mr. Warren will serve as president-elect of the association during 1954-55 and president during 1955-56. The Association has a membership of over 14,000 in all the 48 states, Hawaii, Puerto Rico, and Alaska.

Following his graduation from State College in 1923, Mr. Warren was appointed superintendent of the Odd Fellows Home in Goldsboro and worked in this capacity until 1930 when he was named Assistant Supervisor of Vocational Rehabilitation in the State Department of Public Instruction, Raleigh. He was promoted to State Director of Vocational Rehabilitation in 1936 and has held this post since that date.

Mr. Warren is past president of the North Carolina Society for Crippled Children, past board member of the Society, a member of the board of Wake County Chapter of the Society, a former trustee of the National Society for Crippled Children, and a member of the Rehabilitation Committee for the North Carolina Tuberculosis Association.

Milwaukee Issues Commendable Report

"This We Believe," the annual report of Harold S. Vincent, Superintendent of schools in Milwaukee, is attracting national attention because of its content and format.

This sixteen-page, nine-by-twelve brochure, is profusely illustrated, and has just enough well-edited comments to appeal to board members and the general public, both of which groups are addressed in the opening remarks. The Report has been printed in sufficient quantity so that distribution may be made to homes throughout the city. In fact, the format and content were arranged with each distribution in mind.

Each section of the Report begins with a conviction around which part of the school program is built. These comments may be of interest:

- We believe that every child has the right to a common school experience extending from kindergarten through the twelfth grade. That this prolonged common school experience should be a happy portion of a person's life during which he should feel adequate, successful, wanted.
- We believe that the programs offered by the Milwaukee Public Schools both in the common schools and in the Department of Municipal Recreation and Adult Recreation should be adjusted not only to the public welfare, but to the present and future needs of each person whom they serve.
- We believe that every child has the right to be taught by a well-trained, professional, devoted teacher; that good teachers cannot do their best work unless the administration and other supporting staffs are competent.
- We believe that every child has the right to attend school in a building that is safe, healthy, pleasing, comfortable, convenient, and that provides efficient housing for carrying out a program of modern education.
- We believe that every child has the right to attend school in a building so equipped that it can serve his general and his special needs, and that the teacher can do his best teaching, and he, his best learning.
- We believe that the sacrifices which the community makes, the price it pays for its schools today in terms of concern, money, planning, work, from a long range viewpoint, are in-

vestment rather than expense. Good schools build men and women who are law-abiding, self-supporting, thrifty, vocationally competent, honest; mentally, physically, emotionally healthy; who demand good government. The right kind of people make the right kind of city. Schools help make the right kind of people, little good people now, bigger good people tomorrow.

First-hand information of this nature, accurately and attractively presented, serves as a powerful medium for creating appreciation for the schools and an understanding of their needs. Congratulations to Superintendent Vincent, his staff, and the community he serves.

Plans Moving Forward For White House Conference

The White House Conference on Education is to be held no later than November 30, 1955, according to stipulations of Public Law 530. This conference will be the culmination of state fact-finding conferences.

Federal funds amounting to \$700,000 have been appropriated, on the basis of census figures, among the states for local conferences in preparation for the national conference. North Carolina's share of this sum is \$16,908.

The NEA, through Secretary William G. Carr, has sent packets to the several states in which letters from President Eisenhower, Secretary Hobby, and Commissioner Brownell express their hope that the critical needs in education can be met.

A "Background Information" pamphlet suggests five major problems in American education:

- Providing education to meet today's need for the individual and for a free society
- Maintaining an adequate supply of well-prepared teachers
- Providing school buildings and equipment
- Financing education
- Organizing education

States making use of federal funds under Public Law 530 must prepare a report of conference proposals for use of the White House Committee. Governors or other state officials may call the conferences.

ADMINISTRATIVE COST PER PUPIL INCREASES AS SIZE OF UNIT DECREASES

Cost of administering the public schools in the 174 administrative units increases as the size based on pupil average daily membership decreases, according to State fund figures compiled recently in the Controller's office of the State Board of Education.

Administrative cost, as used in this compilation, refers to the allotment of funds by the State Board of Education for the object in the State school budget known as "general control." It includes funds paid for salaries of superintendents, travel of superintendents, salaries of clerks in superintendents' offices, office expense, and the per diem and expense of members of county boards of education. State funds for these purposes are allotted to the 174 units on the basis of salary schedules and other formulae relating to size in terms of number of teachers and pupils.

State funds in the total amount of \$2,044,710.95 were allotted for general control purposes during 1953-54. In a few of the smaller city units the superintendent also acts as principal. That portion of his salary was therefore deducted before the calculation was made for the per pupil cost. The net allotment of State funds for administering the public schools was \$2,013,643.95. Of this amount the 100 county units received \$1,295,-

676.33 and the 74 city units, \$717,967.62. Or, on an a pupil basis (average daily membership for best continuous six months), county units cost the State \$1.97 per pupil to administer, whereas the city units on an average were paid \$2.56 per pupil for administrative purposes. Average for the State as a whole was \$2.15 per pupil.

Among the Units

Among the 174 units the per pupil cost of administration ranged from a high of \$10.28 in Chowan, the smallest county unit, to \$.68 in Charlotte, the largest city unit. Total State allotments for net administration ranged from \$6,001.14 for Glen Alpine city unit to \$18,683.27 for Wake County administrative unit.

Or among counties alone, per pupil administrative costs from State funds ranged from \$10.28 in Chowan to \$1.03 in Guilford, whereas total costs in these units ranged from \$8,673.91 for Tyrrell to \$18,683.27 for Wake. For city units the range in pupil costs was from \$10.18 in Pinehurst to \$.68 in Charlotte, whereas total allotment for this purpose ranged from \$6,001.14 for Glen Alpine to \$16,633.03 for administering Charlotte's public schools.

Arranging the units into five groups on the basis of per pupil costs, the following summary is obtained:

I. Administrative Expense (State Funds) Per Pupil in Average Daily Membership, 1953-54 — County Units

County	Allotment for General Control	Less Cost for Principal	Net Adm. Cost	Average Daily Membership	Cost Per Pupil	Rank
Chowan	\$9,354.91	.....	\$9,354.91	910	\$10.28	1
Dare	9,249.77	.....	9,249.77	1,141	8.11	2
Tyrrell	8,673.91	.....	8,673.91	1,183	7.33	3
Canden	9,263.95	.....	9,263.95	1,300	7.13	4
Currituck	9,292.63	.....	9,292.63	1,383	6.79	5
Hyde	9,400.63	.....	9,400.63	1,423	6.56	6
.....	9,500.93	.....	9,500.93	1,423	6.56	6

Range of Costs	County Units	City Units	Total
\$5.00 and up	12	14	26
4.00 to \$4.99	4	15	19
3.00 to 3.99	10	21	31
2.00 to 2.99	33	12	45
.68 to 1.99	41	12	53
Total	100	74	174

Since the units are ranked in the tables on the basis of these per pupil costs, the reader may readily ascertain the names of the units that fall in these five groups. It will be observed, as stated in the beginning, that there is almost a perfect correlation between size of the unit based on number of pupils in average daily membership and administrative cost, with the smallest unit having the largest cost.

Editorial Comment

In view of the fact that this material is issued both as a part of the BULLETIN and as a separate publication, STATE SCHOOL FACTS, we are including an editorial comment on this topic at this point.

The figures presented, as the reader will note, clearly show the desirability from the point of view of administrative costs for fewer school administrative units. Certainly, these facts show that more State funds are being allotted to the smaller units, when measured in terms of pupils, than to the larger units—the range being from \$10.28 to only 68 cents. These facts further indicate that it is more economical to administer large school units than small units. They imply that a consolidation of administrative units

To surround the taxable wealth of city units for the sole benefit of those who live within their borders is unfair also. Citizens of rural areas trade within the cities and thus help create the taxable wealth therein located. A consolidation of

It is interesting to note the per pupil administrative costs in a number of city and county units within the same county geographical area. For example, Chowan-Edenton, which had per pupil costs of \$10.28 and \$4.06, respectively. Other such combinations were as follows:

Cherokee \$5.29	Andrews \$5.91
Polk 5.05	Murphy 4.68
Pasquotank 5.01	Tyron 8.15
Elizabeth City 3.29	
Vance 3.08	Henderson 2.61
McDowell 3.07	Marion 3.52
Lee 3.03	Sanford 5.31
Scotland 2.97	Laurinburg 3.42
Orange 2.92	Chapel Hill 4.09
Anson 2.91	Morven 6.64
Wadesboro 5.00	
Richmond 2.65	Hamlet 3.84
Rockingham 4.27	
Lincoln 2.59	Lincolnton 5.10
Beaufort 2.49	Washington 2.84

cost, that would also provide tunities of the entire county.

II. Administrative Expense (State Funds) Per Pupil in Average Daily Membership, 1953-54 - City Units

City	Allocation for General Control	Less Cost for Principal	Net Admin.	Average Daily Membership	Cost Per Pupil	Rank
Pinehurst	\$8,442.80	\$ 978.00	\$7,464.80	733	\$10.18	1
Tryon	8,154.80	1,363.00	6,791.80	833	8.08	2
Freemont	8,154.80	1,415.00	6,739.80	868	8.08	3
Morven	8,433.49	925.00	7,508.49	1,130	6.64	4
Elkin	8,581.52	815.00	7,766.52	1,266	6.08	5
Andrews	8,922.18	895.00	8,027.18	1,327	5.91	6
Southern Pines	8,154.80	1,363.00	6,791.80	1,110	5.82	7
Red Springs	8,154.80	1,363.00	6,791.80	1,110	5.82	8
Madison	8,154.80	1,363.00	6,791.80	1,110	5.82	9
Sanford	8,154.80	1,363.00	6,791.80	1,110	5.82	10
Weldon	8,154.80	1,363.00	6,791.80	1,110	5.82	11
Lincolnton	8,154.80	1,363.00	6,791.80	1,110	5.82	12
Glen Alpine	8,154.80	1,363.00	6,791.80	1,110	5.82	13
Wadesboro	8,154.80	1,363.00	6,791.80	1,110	5.82	14
Franklin	8,154.80	1,363.00	6,791.80	1,110	5.82	15
North Wilkesboro	8,154.80	1,363.00	6,791.80	1,110	5.82	16
Kings Mountain	8,154.80	1,363.00	6,791.80	1,110	5.82	17
Naxton	8,154.80	1,363.00	6,791.80	1,110	5.82	18
Cherryville	8,154.80	1,363.00	6,791.80	1,110	5.82	19
Monroe	8,154.80	1,363.00	6,791.80	1,110	5.82	20
Murphy	8,154.80	1,363.00	6,791.80	1,110	5.82	21
Newton	8,154.80	1,363.00	6,791.80	1,110	5.82	22
Hendersonville	8,154.80	1,363.00	6,791.80	1,110	5.82	23
Mooreville	8,154.80	1,363.00	6,791.80	1,110	5.82	24
Rockingham	8,154.80	1,363.00	6,791.80	1,110	5.82	25
Elm City	8,154.80	1,363.00	6,791.80	1,110	5.82	26
Chapel Hill	8,154.80	1,363.00	6,791.80	1,110	5.82	27
Edenton	8,154.80	1,363.00	6,791.80	1,110	5.82	28
Morganton	8,154.80	1,363.00	6,791.80	1,110	5.82	29
Canton	8,154.80	1,363.00	6,791.80	1,110	5.82	30
Albemarle	8,154.80	1,363.00	6,791.80	1,110	5.82	31
Hamlet	8,154.80	1,363.00	6,791.80	1,110	5.82	32
Farmont	8,154.80	1,363.00	6,791.80	1,110	5.82	33
Thomasville	8,154.80	1,363.00	6,791.80	1,110	5.82	34
Whiteville	8,154.80	1,363.00	6,791.80	1,110	5.82	35
Tarboro	8,154.80	1,363.00	6,791.80	1,110	5.82	36
Mount Airy	8,154.80	1,363.00	6,791.80	1,110	5.82	37
Marion	8,154.80	1,363.00	6,791.80	1,110	5.82	38
Lumberton	8,154.80	1,363.00	6,791.80	1,110	5.82	39
Saint Pauls	8,154.80	1,363.00	6,791.80	1,110	5.82	40
Reynolds Rapids	8,154.80	1,363.00	6,791.80	1,110	5.82	41
Elizabeth City	8,154.80	1,363.00	6,791.80	1,110	5.82	42
Reidsville	8,154.80	1,363.00	6,791.80	1,110	5.82	43
Asheboro	8,154.80	1,363.00	6,791.80	1,110	5.82	44
Chion	8,154.80	1,363.00	6,791.80	1,110	5.82	45
Concord	8,154.80	1,363.00	6,791.80	1,110	5.82	46
Statesville	8,154.80	1,363.00	6,791.80	1,110	5.82	47
Oxford	8,154.80	1,363.00	6,791.80	1,110	5.82	48
Shelby	8,154.80	1,363.00	6,791.80	1,110	5.82	49
Washington	8,154.80	1,363.00	6,791.80	1,110	5.82	50
Salisbury	8,154.80	1,363.00	6,791.80	1,110	5.82	51
New Bern	8,154.80	1,363.00	6,791.80	1,110	5.82	52
Greenville	8,154.80	1,363.00	6,791.80	1,110	5.82	53
Lexington	8,154.80	1,363.00	6,791.80	1,110	5.82	54
Leaksville	8,154.80	1,363.00	6,791.80	1,110	5.82	55
Henderson	8,154.80	1,363.00	6,791.80	1,110	5.82	56
Kinston	8,154.80	1,363.00	6,791.80	1,110	5.82	57
Hickory	8,154.80	1,363.00	6,791.80	1,110	5.82	58
Kannapolis	8,154.80	1,363.00	6,791.80	1,110	5.82	59
Rocky Mount	8,154.80	1,363.00	6,791.80	1,110	5.82	60
Goldshoro	8,154.80	1,363.00	6,791.80	1,110	5.82	61
Wilson	8,154.80	1,363.00	6,791.80	1,110	5.82	62
Burlington	8,154.80	1,363.00	6,791.80	1,110	5.82	63
Gastonia	8,154.80	1,363.00	6,791.80	1,110	5.82	64
Fayetteville	8,154.80	1,363.00	6,791.80	1,110	5.82	65
Asheville	8,154.80	1,363.00	6,791.80	1,110	5.82	66
High Point	8,154.80	1,363.00	6,791.80	1,110	5.82	67
Raleigh	8,154.80	1,363.00	6,791.80	1,110	5.82	68
Durham	8,154.80	1,363.00	6,791.80	1,110	5.82	69
Winston-Salem	8,154.80	1,363.00	6,791.80	1,110	5.82	70
Greensboro	8,154.80	1,363.00	6,791.80	1,110	5.82	71
Charlotte	8,154.80	1,363.00	6,791.80	1,110	5.82	72
TOTAL	\$749,934.62	\$31,067.00	\$717,867.62	280,521	\$2.56	74

New Bulletin on Segregation Available to School Personnel

A recent 16-page pamphlet entitled "The Schools and the Courts," in question and answer form, has just been issued by the Southern Regional Council, in Atlanta. Pertinent questions concerning segregation are directly stated with equally direct and specific answers.

One of the most interesting questions and answers is that dealing with "How unequal are the schools?" Another interesting question is, "If the Court should rule against segregation, can separate schools be continued by turning them over to private groups?" Still another question of interest discussed in this pamphlet is this: "Wouldn't the Negro children be happier in schools of their own?"

Copies of this bulletin are available through Southern Regional Council, 63 Auburn Avenue, N. E., Atlanta 3, Georgia.

Fall Conferences Emphasize Improvement of Instruction

Seven fall conferences for Negro supervisors and principals which have just been completed under the general direction of area supervisors, were, according to G. H. Ferguson, director of the Division of Negro Education, "altogether stimulating and encouraging." These conferences were held in Windsor, Kinston, Fayetteville, Hillsboro, Winston-Salem, Charlotte, and Asheville; and were well attended by supervisors and principals.

Mr. Ferguson, who attended all of these conferences, was accompanied on each trip by various members of the Department of Public Instruction, some of whom participated in the programs, others who attended as observers.

Though conference programs varied considerably, the general theme underlying each program related to the improvement of instruction within the school.

In commenting on the quality of the fall conferences, Ferguson stated "The desire to find better ways of teaching was evident in each meeting; in my opinion, the supervisors and principals in each area demonstrated real skill in choosing pertinent points for concentration."

New Volume on Desegregation Available Through UNC Press

Schools in Transition, the second volume in a series on race was published by The University of North Carolina Press, November 20. This volume follows *The Negro and the Schools*, based upon intensive research by forty-five scholars. *Schools in Transition*, edited by Robin M. Williams, Jr., and Margaret W. Ryan, reports some of the recent experiences of twenty-four communities in six states bordering the South as they have moved from racially segregated public schools toward integrated systems.

These six states range from New Jersey in the East through Ohio, Indiana, Illinois to New Mexico and Arizona in the West. Historically, they have combined a cultural "Southern exposure" with emphasis on universal opportunity for public education, at least in terms of official policy. Geographically, they constitute a great arc on the rim of the Southern states.

The twenty-four communities studied varied in size from cities as large as Cincinnati to town as small as Nogales, Arizona, or villages in southern New Jersey. They represent both industrial and non-industrial areas from Camden, New Jersey, to Cairo, Illinois. They reflect the customs of such differing regions of the United States as the Southwest—Arizona and New Mexico; the Midwest—Illinois, Indiana, and Ohio; and the East—New Jersey. The size of the Negro population varied from large to small, and from a large per cent of the total to a very small per cent.

Schools in Transition is divided into four sections. Part I sketches the general problem of desegregation with particular attention to the role of law in patterns of racial separation and integration in American school systems. Part II deals with communities in states which have laws requiring integrated schools. Part III is mainly concerned with communities in states whose law was permissive rather than mandatory. Part IV briefly summarizes the main findings presented in these specific case studies. *Schools in Transition* puts on record a wide range of real experiences with a set of very complicated human problems, and offers the best available guide to the solution of problems that face thousands of the

nation's communities now legally required to modify their former procedures.

Robin M. Williams, Jr., a native North Carolinian, has been Professor of Sociology at Cornell University since 1946. He is director of the Social Science Research Center and consultant for several government agencies.

Margaret W. Ryan of Texas was associated with Dr. Williams at Cornell University; she is now connected with the Texas Research League at Austin.

Significant Material Included in Mitchell County Handbook

Handbook for Principals and Teachers, Mitchell County Schools, 1954-55, has recently been issued by the Mitchell County Board of Education.

This fact, in itself, might not be exceptional; yet the cooperative manner in which the *Handbook* was prepared plus the contents of the bulletin make its appearance newsworthy.

In addition to the routine items which appear in the *Handbook*, such as, regulations, schedules, school laws, and the like, many other topics are also treated: "Organizing for Teamwork," "Purposes of the School," "Responsibilities of the Principal," "The Work of the Teacher," "Assembly Programs," "Discipline," "Tests," "Promotion Principles," "Healthful, Attractive Classrooms," "Suggestions for Homework Based on Interest," "State Bulletins Available," "Films Available," "Library Appropriations," "Professional Magazines for Teachers," "Safety Patrol," "Addresses of Weekly Papers and Other Materials," "Teaching Developmental Reading," and "Teachers' Suggestions for In-Service Activities."

Cooperation in creating and continuing a handbook of this nature can, it seems, be one of the most worthwhile techniques for in-service growth that any school can employ. Critical evaluation of each issue by all those concerned with its contents can guarantee better handbooks, quite naturally; but, more important, a joint endeavor of this nature can do much to unify staff members in their common purposes.

J. Warren Smith Presides Over National Convention

J. Warren Smith, Director of Vocational Education in the Department of Public Instruction, has just returned from San Francisco, where he attended the convention of the National Association of State Directors of Vocational Education, of which he served as president during the past year. Mr. Smith reported increasing interest and efficiency in handling the problems of vocational education throughout the nation and indicated the respect which other states have for the continuous progress being made in North Carolina in this area.

W. A. McLaughlin, principal of the Goldston High School, also attended the national meeting and participated in a panel entitled, "The Place of Vocational Education in the Secondary School Program."

How To Read Better—Theme of New Book

"Helping High School Students Read Better," a new program manual for teachers and administrators, is the latest publication of Science Research Associates, Chicago. The author, Elizabeth A. Simpson, is Director of the Reading Service, Illinois Institute of Technology.

This book points out that in a typical high school, too many students are not reading up to capacity. As a result, some students are failing their courses; others are dropping out of school. To help students do better academic work, the Simpson book offers practical help, such as:

- Suggestions on how teachers can assist all students, slow, average, and superior readers alike, to read with greater efficiency—more ease and enjoyment.
- Recommended materials and methods for setting up reading improvement courses and programs.
- Information about available reading improvement aids—tests, devices, books and other reading materials.
- Concrete methods for organizing an all-school reading program—one that encourages and assists every teacher to become a teacher of reading.

"Helping High School Students Read Better" is a helpful text or reference book for both teachers in service and teachers in training.

Calendar of Professional Meetings,

December	8-10	—NCEA Division of Superintendents, High Point
December	16-17	—American Social Hygiene Association, New York
December	27-29	—Fifteenth Christmas Meeting, National Council of Teachers of Mathematics
February	4-6	—Guidance Conference, Duke University, Durham
February	19-23	—Thirty-ninth Annual Convention, National Association of Secondary-School Principals, NEA, Atlantic City, New Jersey
February	24-26	—Annual Meeting, American Association of Colleges for Teacher Education, NEA Chicago, Illinois
February	24-26	—Annual Convention, National School Boards Association, Chicago, Illinois
February	26-March 2	—Annual Meeting of the Department of Rural Education, NEA, St. Louis, Missouri
February	28-March 2	—Tenth Annual Convention, Association for Higher Education, NEA, Chicago, Illinois
March	6-10	—Association for Supervision and Curriculum Development, 10th Annual Convention, Chicago, Illinois
March	16-19	—NEA Department of Elementary School Principals, Annual Meeting, Chicago, Illinois
March	25-29	—Southern Division, Music Educators National Conference, NEA, New Orleans, Louisiana
April	2-6	—American Association of School Administrators, Eastern Regional Convention, Cleveland, Ohio
July	3-8	—NEA Convention, Chicago, Illinois

Greenville Uses Many Media In Observing Education Week

The Greenville city schools, during American Education Week, emphasized practically all media of communication in its efforts to bring the schools of the community closer to the people.

A series of eight television programs were arranged by various groups within the Greenville schools, as were four radio programs. Throughout the week, the *Daily Reflector* carried special pictures and stories of the Greenville schools; and every day the Pitt Theatre ran a movie trailer entitled "Also Better Schools."

J. H. Rose is superintendent of the Greenville city schools and Miss Georgia Franklin is chairman of the Greenville NCEA unit.

Such a well-planned, coordinated program of events has unlimited possibilities for disseminating information and creating understanding between the school and the larger community. Such personnel and such media of communication are available in many communities; and, through cooperative planning, might be used regularly for the good of all.

Teacher Education Studied By State Advisory Council

In discussing teacher education in North Carolina, Dr. James E. Hillman, Director of the Division of Professional Service in the State Department of Public Instruction, explained that most states now have advisory councils on teacher education. The North Carolina Council, appointed in February, 1952, consists of about forty members, representing the various types of senior colleges and graduate schools, the different types of public school personnel—classroom teachers, principals, supervisors, and superintendents—the State Education Associations, the State Department of Public Instruction, and others. At present, the Council is engaged in a study of many aspects of teacher education and certification; and has already agreed upon some modifications in the requirements for elementary teachers. It is also studying the requirements for secondary teachers.

Two national trends in teacher education and certification are now being considered by the Council, added Dr. Hillman: (1) to approve institutions and programs, and then certify teachers on recommendations of the college; and (2) reciprocity among the states.

Annual Statewide Conference in Health, Phys Ed, Recreation Emphasizes Citizenship Training

"Education for American Citizenship through Health, Physical Education, Recreation" was the theme for the annual conference of the North Carolina Association of Health, Physical Education and Recreation, which met in Chapel Hill, Friday and Saturday, December 3 and 4.

A varied program including lectures, panels, movies, demonstrations, and recreation, was arranged for the two-day session by President Nell Stallings, East Carolina College, along with her associates. George Powell of Charlotte served as vice-president of the association last year, and Taylor Dodson of the Department of Public Instruction served as secretary-treasurer.

Outstanding among the speakers on the program were Mr. Bjorn Kjellstrom of Sweden and New York, who discussed "Orienteering—A Way of Teaching Map and Compass Use." Mr. Kjellstrom is the originator and manufacturer of the Sylva Compass which is used extensively by campers, hikers, and scouts all over the world. During the conference, demonstrators in labanotation and rhythmic patterns common to certain sports techniques and to dance were presented by Virginia Moomaw and modern dance students from WCUNC and by men students majoring in physical education and athletics at the University of North Carolina. Israeli Folk Dances were a special feature of the Friday afternoon session as was an outstanding film entitled, "By Map and By Compass." A barbecue supper was served Friday evening in The Tin Can under the supervision of Mrs. Ruth White Fink; following this, a square dance, supervised by Dr. Quinn Constanz, was enjoyed by members of the Association and their friends.

The following topics were discussed on Saturday: "Grading in Physical Education at the High School and Junior High School Level," "Reports on Research in Physical Education," "Educating for American Citizenship Through Teaching Social Living in Our Schools," "Trends and policies in Athletics," and "A Practical Posture Program for the High School."

Twelve Million U. S. Children Separated From Families

More than twelve million United States children live apart from their natural parents, according to Herschel Alt who spoke at the Fifth International Conference on Mental Health in Toronto.

Mr. Alt, executive secretary of New York's Jewish Board of Guardians, stated that this means approximately two-sevenths of the total number of children in America face problems of adjustment to one or more parent persons other than their own.

Atlantic Monthly Conducts Creative Writing Contest

The Atlantic Monthly Magazine will again sponsor its nation-wide Creative Writing Contests for college, high school, and private school students, according to announcement made recently by Edward Weeks, Editor.

The closing date for the High School contest is March 25, 1955.

The Atlantic will award \$100 each to the college and high school students writing the best essay, best story, and best poem. In addition, Middlebury College, Vermont, will offer two scholarships, free tuition for the 1955 session of the Bread Loaf School of English, Bread Loaf, Vermont; one scholarship to the college student winning The Atlantic prize for the best essay, or the best poem; and one scholarship to the instructor of that student.

The University of Pittsburgh, Pittsburgh, Pennsylvania, will offer a four-year free-tuition scholarship to the writer of the essay, story, or poem entered in the Atlantic School Contests which, in the University's opinion, shows the most promise, regardless of its final standing in the contests.

In addition to the cash and scholarship prizes, The Atlantic will award Prize or Place certificates to the student writers of the top five papers in the essay, short story, and poetry contests; Honorable Mention certificates to the writers of the next 15 papers, and Merit certificates to the writers of the following 20 papers.

Plan Now for 1955 State Fair Exhibits

The education exhibit committee for the 1955 State Fair has issued invitations to individual schools, or groups of schools, to register for exhibition space for next year. Superintendents, supervisors, and principals are reminded that contributions in the form of suitable exhibits make the annual State Fair increasingly beneficial for those who attend.

Only seven spaces, approximately ten by twelve feet, will be available for the 1955 Fair; as a result, requests will be considered on a first-come basis, unless the committee decides that other factors, such as a balanced showing of the total program is lacking.

A premium of \$100 has been allocated for each accepted exhibit. It is expected that this will help to defray the cost of transporting exhibits to and from the Fair.

Interested individuals, or schools, should write Taylor Dodson, Chairman, Education Exhibit Committee, State Department of Public Instruction. Other members of the committee are A. B. Combs, John Noe, and Henry Shannon.

Drop-Outs Carefully Studied by Louisiana Visiting Teachers

In the annual meeting of the Visiting Teachers Association of Louisiana, the problem of drop-outs was tackled. Those attending the conference indicated that symptoms most often found among potential drop-outs include the following: irregular attendance, academic retardation, behavior problems, lure of adult world, home problems, emotional instability, mental retardation, superior mentality, physically handicapping conditions, family-community status, and sibling rivalry.

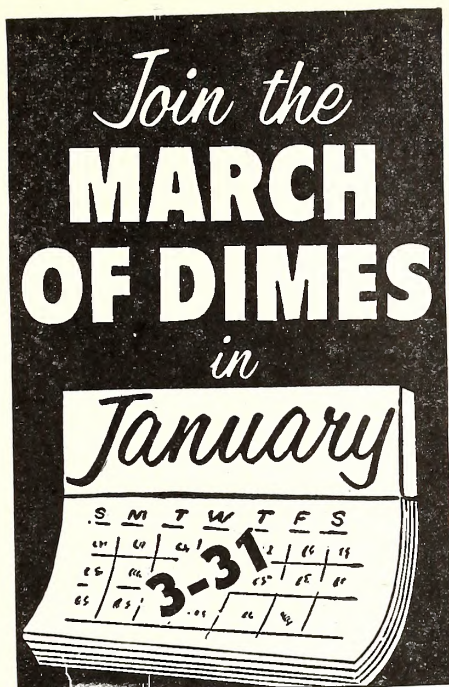
Basic causes listed for drop-outs at this conference were parent-child relations; apathy toward value of education; family tradition, such as early marriage; inadequacy of curriculum to meet needs of individual children; personality clash between child and school personnel; community attitudes toward education of certain groups; overcrowded conditions; instability of world affairs; lack of acceptance of responsibility by parents; lack of success in school experiences, across-the-board competition; and transients.

Retention and Recruitment Supervisors' Responsibility

"The Supervisor's Role in Teacher Recruitment," a mimeographed page prepared by Nile F. Hunt, was distributed to those attending the annual conference of supervisors, held in Southern Pines early in November. The supervisor, it is felt is in a strategic position relative to the *retention* of good teachers and the *recruitment* of those who will make good teachers.

"There are certain broad areas in which the activities of the supervisor can implement recruitment. These three are significant:

- "Good personnel practices and relationships: good morale within the profession makes it attractive to young people.
- "Superior quality teachers and teaching: these are always a clarion call to the best of our youth to join the profession; inferior teachers and poor teaching make the profession decidedly unattractive.
- "Good school-community relationships: as parents and citizens are made part of the educational program their appreciation of the schools' accomplishments is reinforced; the esteem which a community places upon the school and upon the teaching profession affects the desirability of teaching as a career for the young people, in the thinking of both the youth themselves and their parents." There are also many specifics which can be pointed to in the supervisor's role in teacher recruitment. The following are typical:
- "The supervisor can seek to instill and maintain a sensitiveness to responsibility among teachers. Teachers should be encouraged to take a positive attitude toward their work and their profession.
- "The supervisor can be of great assistance to the local F. T. A. Club, No other person is in a better position to bring the elementary schools within easy range of the club members.
- "The supervisor can be of assistance to the teachers who are new in a system, and of even greater assistance perhaps in cushioning the transition from student to teacher of those coming directly from the colleges.
- "The supervisor can make a notable contribution by assisting with an effective student-teaching program in cooperation with the teacher training institutions."



Contest Provides Opportunity for Improving Public Attitude

National Employ the Physically Handicapped Essay Contest, the only contest of this nature approved by the National Association of Secondary School Principals, is being supervised in North Carolina by Superintendent J. H. Rose, chairman of the North Carolina Employ Physically Handicapped Commission.

The Contest is also approved by the State Department of Public Instruction, since it is felt that through this medium the people of North Carolina may further realize the desirability of employing the physically handicapped in the State.

Superintendents and principals may wish to encourage English teachers or other members of the teaching staff to sponsor this essay contest within the schools. "A public attitude of understanding toward the physically handicapped will be of tremendous value to all citizens in the State," declared Superintendent Rose.

For further information concerning this essay contest, contact should be made with Colonel Charles H. Warren, Director of Vocational Rehabilitation, State Department of Public Instruction, who is secretary of the Commission.

Committees Review Books for Supplementary Use

Supplementary textbook committees, under the general supervision of Allan S. Hurlburt, Assistant Superintendent of Public Instruction, are busily engaged in reviewing books in their special categories prior to the final meeting of the Committee, December 20.

Each book submitted to the several committees is carefully reviewed and evaluated on a standard form prepared by the Department. Such items as organization, illustrations, size and clearness of type, accuracy of content, control of vocabulary, and teaching aids are critically analyzed as each prospective supplementary book is considered.

The basic question permeating the thinking of each committee is whether or not the book actually supplements the basal books and in turn the curriculum itself.

The cooperative and careful manner in which supplementary books are considered reflects a way of working which usually brings satisfactory results. In such committees functional cooperation—the ingredients of which are information, patience, respect for the opinions of others, hard work, and a sense of humor—is at its best.

Geography Texts To Be Evaluated

Members of the elementary division of the Textbook Commission, of which Superintendent I. E. Ready is chairman, have been requested by the State Board of Education to evaluate basal textbooks in the area of geography for grades four through eight.

For the fourth grade, members have been asked to consider books with integrated or unified content; whereas, for the fifth grade, either integrated or non-integrated content, may be considered. On the other hand, books of a non-integrated nature will be considered for the grade seven; and for grade seven or grade eight, books of a non-integrated nature will be considered.

The six elementary members of the Commission include Mrs. Carrie Abbott, Bryson City; Miss Mary Greenlee, Mooresville; Miss Marie Haigwood, Shelby; Miss Cornelia McLauchlin, Lillington; Luther Medlin, Greensboro; and Mrs. Helen D. Wolff, Greenville.

Study Shows Few FTA Clubs

Fifty-five of the State's 683 accredited public high schools for white students had Future Teacher of America Clubs last year, according to a recent survey.

These clubs were organized in 36 county units, and 19 city units, with a total membership of 1,166 students. In addition to these high school clubs, there were 789 college students enrolled in such organizations.

Future Teacher Clubs are composed of students who have chosen teaching as their life profession. Such organizations are intended to provide these prospective teachers with helpful assistance as they take their training.

The following table gives the units and institutions having clubs during 1953-54:

Future Teacher of America Clubs

In County Units

Counties	No. Acc. H.S.	No. F.T.A. Clubs
Buncombe	17	2
Burke	6	1
Cabarrus	6	1
Caldwell	7	1
Catawba	7	1
Columbus	9	1
Forsyth	6	2
Granville	5	1
Guilford	15	1
Harnett	16	1
Haywood	8	1
Iredell	2	3
Macon	1	1
Mecklenburg	17	3
Randolph	10	1
Rowan	9	1
Sylvania	2	1
Wake	10	10
Warren	3	1
Watauga	4	1
Yadkin	6	1
Total	--	36

In City Units

Cities	No. Acc. H.S.	No. F.T.A. Clubs
Asheboro	1	1
Burlington	1	1
Cherryville	1	1
Elizabeth City	1	1
Fayetteville	1	1
Franklin	1	1
Greensboro	*2	1
Henderson	1	1
Hickory	1	1
High Point	1	1
Kings Mountain	1	1
Laurinburg	1	1
New Bern	1	1
Rocky Mount	1	1
Thomasville	1	1
Washington	1	1
Whiteville	1	1
Wilson	1	1
Winston-Salem	3	1
Total	--	19

Total members in 55 clubs 1,166
* Includes Curry.

In Colleges

Institution	Number of Members
Appalachian State Teachers College	54
Duke University	30
East Carolina College	133
Elon College	6
Gardner-Webb (Junior College)	15
Greensboro College	45
Guilford College	21
High Point College	60
Lenoir Rhyne College	65

Duplin County Negro Teachers Prepare Handbook

A 78-page handbook for the school personnel of the Duplin County Negro Schools has just been issued to all teachers, principals, and supervisors in the twelve Negro schools of the county. Forty-five teachers representing each of these schools participated in the formulation of this handbook, which was mimeographed with the approval of the County Board of Education.

In the foreword, Superintendent O. P. Johnson stresses the necessity for each teacher being aware of the varying potentialities represented in the pupils of every classroom: "There are children in any normal fifth grade who could do eighth-grade work and there are pupils in the same room who cannot read. . . . What are our teachers doing to meet the needs of these 30-called 'exceptional children?' Your answer to this question will determine the success of our schools, the success of the teacher, and of much more importance the success of the child."

In addition to the usual items found in handbooks, this publication includes many contributions of an inspirational nature suggested by teachers themselves.

Industry and the Liberal Arts Discussed In S. R. Reprint

"Industry and the Liberal Arts" is the title of a recent reprint from *The Saturday Review*, in which the several articles attempt to show the reasons why fewer and fewer students are majoring in the liberal arts, choosing instead engineering, chemistry, and other more "practical" subjects that command higher immediate rewards in the employment market.

The discussions in the six articles disclose how this has come about and indicate the danger which the trend holds for our national culture, our industry, and the young men and women now entering adult life. Representatives of industry and the liberal arts are responsible for the opinions in these six articles.

Salem College	39
University of N. Carolina, Chapel Hill	12
Wake Forest College	10
Western Carolina College	84
Woman's College, U. N. C.	209
Out-of-State	6
Total	789

Teacher Shortage Greatest Where Standards Are Lowest

Studies conducted over a period of seven years by the National Commission on Teacher Education and Professional Standards of the NEA reveal that, in terms of a state's own standards, the actual shortage in teachers is more acute in those states with low standards than in states with high standards.

The teacher shortage in North Carolina follows the general pattern of the Nation. At present there is a downward trend in the supply of both elementary and secondary teachers. For the nation as a whole the supply of degree-holding elementary teachers was 6.26 per cent less in 1954 than in 1953. For North Carolina the decrease was 5.82 per cent (white). For the Nation as a whole there was a decrease of 6.27 per cent in the supply of secondary teachers. For North Carolina there was an increase of 1.45 per cent (white).

Progress in Special Education Reported in State Bulletin

Activities of the Division of Special Education of the Department of Public Instruction are summarized in a recent bulletin prepared by Felix S. Barker, director.

The purpose of this report, according to its foreword, is to describe briefly the way in which the program of special education operates, to summarize progress recently made, and to suggest ways in which the service may be improved.

Superintendent Charles F. Carroll states concerning the program: "After five years of organized State participation in the education of handicapped children, we are encouraged by the progress achieved, the interest shown, and the possibilities of expanding this program to meet the needs of all of the children. The progress made is commendable; however, much remains to be done before we can say that 'every child in North Carolina is receiving an education'."

Interested individuals who have not received copies of this report may write Mr. Felix Barker for free copies.

The Attorney General Rules . . .

District Or School In Which Child Required to Attend; Allocation of Funds For Vocational Subjects

In reply to inquiry: In your letter of September 14th you pose the following questions:

"1. The Board of Education of Buncombe County has a local ruling that after a student is registered in high school and desires to transfer to another school he must secure the permission of his principal and the permission of the principal of the school to which he requests transfer before he may do so. Under this ruling the question arises as to when a pupil is 'registered' in high school. Is a pupil 'registered' when he attends the first day and is listed upon the roll or does registration require that he pay such fees as may be due or make proper arrangement for the payment of said fee and actually attend class? This payment of fee usually occurs on the second day of the school year. The Board would like you to give me an opinion, if possible, as to when a pupil is registered in high school.

"2. This question involves an interpretation of G. S. 115-363, with particular emphasis upon the third paragraph of sub-paragraph (c). It appears that the Board of Education of _____ County receives each year certain sums from the State and Federal Governments to be used for the purpose of paying the salaries of vocational training teachers. Likewise, the City of _____ Administrative Unit receives similar amounts from the Federal and State Governments for the same purpose. The City of _____ Administrative Unit has handled their funds on a direct basis from the Federal and State Governments and paid sums directly to their teachers as required without dividing the same with the Board of Education of _____ County on a per capita enrollment basis. Contrariwise, the Board of Education of _____ County has included the funds so allowed to them in its budget, and the funds so received have been apportioned by the County Treasurer on a per capita basis between the Board of Education and the City Administrative Unit thereby allowing to the City Administrative Unit a proportional share of the funds so received for vocational training in addition to a

pro rata share of the funds raised by tax levy and assigned for vocational training in the school budget.

"We would like this opinion to embrace those amounts payable by the Federal and State Governments to the City Administrative Unit as well as those payable for the benefit of the Board of Education."

As to your first question, G. S. 115-352 provides that school children shall attend school within the district in which they reside unless assigned elsewhere by the State Board of Education. This section further stipulates that the State Board of Education may in its discretion, for the more economical and efficient operation of the schools, transfer children living in one administrative unit or district to another provided sufficient space is available in the buildings of the unit to which the children are transferred. I find no provision in the General Statutes for the payment of registration and other fees in the public schools except the fee for rental of textbooks provided for in G. S. 115-280. I understand from the State Department of Public Instruction that this fee is \$3.60. Any other fees required are purely by virtue of local regulations. It is the view of this office that a pupil is registered when he attends school the first day and is listed upon the roll book. I do not think that he can shop around for several days and decide what school he will attend when the statute specifically provides that he shall attend a school in his home district unless assigned elsewhere by the State Board of Education. Of course if there are more than one school in the district, the local authorities have the power under G. S. 115-55 and other pertinent provisions of the statutes to fix attendance areas within the district.

As to your second question, the language of G. S. 115-363(e) quoted by you is certainly confusing. I have conferred with Dr. Charles F. Carroll, State Superintendent of Public Instruction, and with Mr. J. Warren Smith, Director of Vocational Education about this matter. They have shown me the contracts currently in effect between the _____ County and the City of _____ Administrative Units and the State Department on this subject. These contracts show an agreement between the State Department and the local unit for periodic reimbursement in the amount of two-thirds of the salaries of

approved vocational teachers. Of course one-third of this amount is furnished by the Federal Government, but this one-third is paid directly to the State. This leaves only one-third of the salaries to be supplied by a county-wide tax, which must of course be apportioned according to per capita enrollment.

I have traced the history of the language in question and find that for many years the statutes have required all county-wide current expense school funds to be apportioned between and among county and city administrative units on a per capita enrollment basis. However, not until the permanent School Machinery Act was enacted in 1939, was there any definition in the statute of county-wide expense funds.

By Article 34, Chapter 115 of the General Statutes, the General Assembly has provided for a system of vocational education under the supervision and control of the State Board of Education. The first section of that Article G. S. 115-241, stipulates that the State of North Carolina accepts all the provisions and benefits of the Act of Congress, known as the Smith-Hughes Act. G. S. 115-245 obligates the State to appropriate out of the State Public School Fund for each fiscal year a sum equal to the maximum, which may be allotted to the State of North Carolina from the Federal Treasury under the Smith-Hughes Act. G. S. 115-247 authorized the County Board of Education, the Trustees of City Administrative Units and the Board of County Commissioners of each county to cooperate with the State Board of Education in the establishment of vocational schools or classes giving instruction in agricultural subjects or trade or industrial subjects or in home economics or in all three of these subjects, and authorizes the use for such purposes of money raised by public taxation in the same manner as such money is used for other public school purposes. The statutes now codified as Article 34, Chapter 115 of the General Statutes were first enacted in 1917, a few days before the actual passage of the Smith-Hughes Act. Every since that time the State of North Carolina has been obligated to comply with the terms of said Act. However, after the State took over the operation of the schools by Chapter 562, Public Laws of 1933, there was some doubt as to the authority of

(Continued on page 16)

LOOKING BACK

5 Years Ago

(N. C. Public School Bulletin, December, 1949)

Dr. Clyde A. Erwin, State Superintendent of Public Instruction, attended the Annual Meeting of the National Council of Chief State School Officers at Biloxi, Mississippi, December 6-10, and as President presided at its general sessions.

A. L. Teachey, Supervisor of the Veterans Farmer Training Program of the Division of Vocational Education, was appointed by the State Board of Education on November 3 to the position of State Supervisor of Agriculture Education, effective December 1, 1949.

Copies of instructions issued by the State Highway Patrol in regard to school bus inspection have been sent to each county superintendent by C. C. Brown, Director of the Division of Transportation, State Board of Education.

10 Years Ago

(N. C. Public School Bulletin, December, 1944)

Ethel Perkins, native of Reidsville, and teacher in the Lexington schools, was elected secretary-treasurer of the North Carolina Education Association at a meeting of the board of directors on Saturday, November 4.

Wade M. Jenkins, principal of the Massey Hill School, Cumberland County, for the past 11 years, has been elected superintendent of schools of Union County, effective about December 1, it is learned.

Charles H. Warren, who has been on leave of absence with the armed forces, returned to the States on October 22 and on November 15 resumed his work as head of the Rehabilitation Service of the Division of Vocational Education, having been released at the request of Governor Broughton for that purpose.

15 Years Ago

(N. C. Public School Bulletin, December, 1939)

Dr. J. Henry Highsmith and **T. E. Browne** are cooperating with the Bureau of Educational Research and Service of the University, Chapel Hill, in making a survey of the Leaksville Township Schools.

Dr. N. C. Newbold, who underwent an operation at Duke University Hospital some weeks ago, has returned to his office.

Dr. James E. Hillman was reelected secretary-treasurer of the North Carolina College Conference, which met at Greensboro on October 24-25.

The Attorney General Rules

(Continued from page 15)

counties to levy and collect a tax for their one-third of the funds necessary to carry on this vocational program. Therefore, as a part of Section 9, Chapter 455, Public Laws of 1935, counties were expressly authorized to levy taxes to provide necessary funds for teaching vocational agriculture, home economics, trade and industrial vocational subjects supported in part from Federal vocational educational funds. This provision became a part of the permanent School Machinery Act and is now to be found in the last paragraph of G. S. 115-356.

It is thought that the inclusion of the expression "and funds for vocational subjects" found in the third paragraph of G. S. 115-363(c) was included simply in order that the sentence, of which that expression is a part, might not be construed as repealing the authority of county commissioners to levy taxes for vocational purposes as set out in G. S. 115-356.

Mr. Smith tells me that the contracts for the current year call for reimbursement by the State of the _____ County unit in the amount of \$60,019.00 and the City Administrative Unit in the amount of \$37,755. He also states that the per capita enrollment figures are 65.9 per cent for the county unit and 34.1 per cent for the city unit. If the apportionment between the units includes the funds paid directly to the county unit for the current fiscal year the county unit will pay over to the city unit the amount of \$20,406.00, which the State will have already apportioned and paid directly to the city unit for its own use. In other words, the apportionment of the two-thirds paid from Federal and State funds is made in Raleigh and paid directly to the units involved. I am advised that the contracts were formerly between the State and the county units for all the teachers, including those employed by city units. In those days it was essential that there be an apportionment of the funds furnished by the Federal and State governments between the county and city units.

From the foregoing it will be seen that it is the view of this office that the funds received for vocational purposes from the Federal and State governments should not be included in the monthly apportionments of county-wide funds between the County Administrative Unit and the City of _____ Administrative Unit. It may well be that the

MAKING TODAY'S NEWS

Rowan. Traffic caution lights, new sidewalks and a schoolboy safety patrol were recommended for Granite Quarry last night by the safety committee of the Quarry Civitan Club. *Salisbury Post*, October 22.

Hamlet. Z. V. Morgan, Hamlet attorney, has written to various interested persons (a letter) in which he outlines his idea on a plan to promote pedestrian safety among Hamlet's school children. *Hamlet News-Messenger*, October 26.

Johnston. The controversy over a site for the proposed new Smithfield School has landed in court. *Raleigh News and Observer*, October 24.

Harnett. Harnett County's Kellogg Foundation advisory committee voted this week to take improvement of the instructional program in the county schools as their project for this year. *Dunn Dispatch*, October 29.

Clinton. Superintendent of City Schools, E. C. Sipe, announced today that the schools of Clinton were joining a nation-wide effort to increase the consumption of milk by school students. *Clinton News*, October 28.

Durham. Dr. Amos Abrams declared last night that "if North Carolina wishes to pay for education, it can pay for it." *Durham Herald*, November 16.

Haywood. Hugh McCracken, of Clyde, became the fifth member of the Haywood Board of Education Wednesday, as he took the oath of office from J. B. Siler, Clerk of Court. *Waynesville Mountaineer*, November 11.

St. Pauls. Dr. Charles Carroll, State Superintendent of Public Instruction, was a dinner guest at the St. Pauls school last evening, at a meeting attended by present and future members of the St. Pauls school board. *Lumberton Robesonian*, November 17.

Caldwell. Dedicated to Miss Dora Anderson, who is in her 51st year of teaching in Caldwell County schools, the County School Directory is now being distributed in the County. Superintendent C. M. Abernethy announced today. *Lenoir News-Topic*, November 17.

next General Assembly should be called upon to clarify the situation by rewriting the sentence in question.

—Attorney General, September 24, 1954.

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Raleigh

NORTH CAROLINA PUBLIC

BULLETIN

January, 1955

RALEIGH, NORTH CAROLINA

Vol. XIX, No. 5

What Did the State's Nine Months School Fund Dollar Buy During 1953-54?

A total of \$114,459,146.25 was spent by the public schools from the State's Nine Months School Fund during 1953-54, according to a statement recently issued by the Controller's office of the State Board of Education.

What did the average dollar of this expenditure buy in terms of school services? This question is also answered by the Controller's Office report, which was made by A. C. Davis, Director of the Division of Auditing and Accounting.

The largest portion of each State dollar spent for the current operation of the public elementary and high schools, 85.3 cents, went into salaries of teachers, principals and supervisors. Slightly more than half a cent (.58) of each dollar was used to buy instructional supplies. Another fraction of a cent (.39) was spent for libraries, thus making in all a total of 86.27 cents for instructional aspects of the public school program.

Next largest part of this State current expense dollar, 6.03 cents, was spent for the operation of the school transportation system. For operation of the plant, janitors' wages, cost of fuel, water, light, power, janitors' supplies and telephones, slightly more than five cents (5.36) was spent. About half a cent of this State school dollar (.48) was spent on the child health program, and .08 of one cent for compensation to school employees and tort claims in the case of accidents occurring in the operation of the transportation system. Only 1.78 cents of each dollar spent was for local administration; that is, for paying the salaries and travel of superintendents, salaries of clerks in superintendents' offices, and other expenses for administering the public schools on the local level.

Two Booklets Face School Finance Problem

How to finance public education between now and 1965 and how the layman can help on this problem is the subject of two booklets released recently by the National Citizens Commission for the Public Schools.

In "Financing Public Education in the Decade Ahead" it is pointed out that by 1965 the U. S. productivity should have reached an estimated \$525 billion and so "the financing problem is a problem of policy, not of resources." Highlights of the report, which is available from the Commission, show that the growth of the gross national product to \$525 billion by 1965 represents a 44 per cent increase over last year. Relating this to schools, the committee points out that by 1965 the elementary and secondary schools of the U. S. will need \$5 to \$10 billion in addition to the present \$10 billion now being spent.

Population estimates in the booklet indicate that by 1965 the total population in the United States may be expected to reach 190 million. Children of school age may be expected to reach 48 million, an increase of 12 million over this year or 25 per cent. By age brackets there will be a wide variation in this increase; for example, the group from 5 to 7 years may go up only 4 per cent while the high school age group (14 to 17) will go up 58 per cent.

The implications of these estimates and the resulting problems population growth and rise in expenditures will create in every state and community are gone into in the companion piece, "How Do We Pay For Our Schools?"

This publication, one of a series of working guides of the Commission, is a guidebook for the citizen working with school authorities to cope with enrollment waves and resultant high cost of education. The booklet shows the relationship of education costs to other public service costs, where the

school dollar goes, how much money is needed, where the money comes from, and how the reader can apply this information to solve financial problems in his community and state.

Roy E. Larsen, president of Time, Inc., and chairman of the Commission, a non-profit group organized to arouse interest in the public schools and help communities in the solution of school problems, pointed out that "This booklet will fill a need for the layman who has not studied school finance but who feels the necessity of lending his talent and resources to the school authorities in conquering this besetting problem."

"It will help the citizen," Larsen told reporters, "who wants to make sure his community is getting the most for its education dollar."

Copies of both booklets are available from the Commission at 2 West 45th Street, New York 36, N. Y.

Chart Available

An organizational chart of the North Carolina public school system has recently been brought up to date by L. H. Jobe, Director of the Division of Publications; and is available to interested school personnel throughout the State.

This one-page chart shows the interrelationships which exist among the people, the governor, the State Board of Education, the controller, the State Superintendent of Public Instruction, division directors, city and county superintendents, county boards of education and local committees, city boards of trustees, principals, teachers, and pupils.

Information on this chart is basic to an appreciation of the public school system of North Carolina. Administrators, teachers, parents, and advanced social studies pupils should, by all means, understand the functioning of the State's school system.



Superintendent Carroll Says . . .

In addition to being the month of inventories and resolutions, this January ushers in the season of legislative reasoning and decision. The General Assembly has convened and committees are receiving and reviewing proposals affecting State and local governmental operations. The considerations facing this Legislature are enormous and the decisions will be far-reaching. Although meeting biennially, a North Carolina General Assembly does not conceive its scope of responsibility to be limited to the two succeeding years; on the other hand, it reasons through its problems in terms of sound principles of State government and finally couches its legislation in language which is conducive to growth and progress for many years ahead. Traditionally, members of the General Assembly have been motivated by a long-range vision of the State's ultimate potentiality. We have no reason to believe that we will witness a departure from this tradition in 1955.

We can also say with pride that the General Assembly of North Carolina is traditionally responsive to the attitudes and the concerns of the people whom it represents. Democracy provides appropriate avenues of approach to its law-making bodies through which the voice of the people can be heard and expressed. For school administrators the appropriate avenue is through the local representative and senator. As the spokesman for youth in our respective communities, it is our moral and professional obligation to speak wisely, accurately, and honestly about the needs of education in North Carolina. We are confident that democracy's representatives in the legislative halls, possessed of facts, will act in such manner as will make North Carolina an even better State in which to live.

As the 1955 Session of the Legislature gets under way it is my hope that each of us will exercise the responsibility which is ours in behalf of the children of the State.

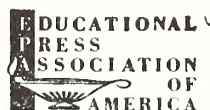
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CHARLES F. CARROLL
State Supt. of Public Instruction

EDITOR
L. H. JOBE
Director, Division of Publications

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Ye Editor Comments...

More Students Should Take "Frills"

We have heard it said, and that just a few days ago, that the schools are putting too much emphasis on the frills and not enough on the fundamentals—the 3 R's, so to speak.

What are frills? In an effort to find an answer to this question, we have looked at the tabulation of the number of students taking various subjects in high school last year. All students take the required subjects of English (four units), mathematics (one unit), social studies including U. S. History (two units), science including biology (two units), and health and physical education (one unit). The remaining six units of the minimum sixteen units required for high school graduation are selected by the student from whatever else is offered by the school.

What are these elective subjects? Are they the frills talked about?

We find that the following number of students took other such courses:

- 13—a course in business machines
- 26—Bible III
- 38—a course in child development
- 43—business geography
- 60—Spanish III
- 61—modern history
- 70—religious education
- 138—advanced biology
- 140—retail practice
- 147—commercial cooking
- 158—(boys) took home arts
- 159—public speaking and debating
- 222—salesmanship
- 250—remedial English
- 251—aviation
- 255—ancient history
- 282—courses in guidance
- 282—auto mechanics
- 317—library science
- 321—home crafts
- 335—government
- 375—Negro history
- 385—military training
- 491—Latin III and IV
- 503—advanced bookkeeping
- 513—Bible II
- 588—business law
- 659—advanced general science
- 769—wood work
- 776—distributive education
- 777—advanced algebra
- 802—occupation course

- 900—N. C. history
- 919—diversified occupations
- 935—psychology
- 938—office practice
- 964—business English
- 1026—solid geometry
- 1075—trigonometry
- 1156—family life
- 1272—miscellaneous trades
- 1401—safety
- 1604—shorthand II
- 1713—mechanical drawing
- 1756—speech
- 1824—general mathematics II
- 1834—journalism
- 1852—Spanish II
- 1956—vocational shop
- 2461—Bible I
- 2719—art
- 2750—spelling
- 2927—problems of democracy
- 3244—Latin II
- 3426—Spanish I
- 3521—dramatics
- 3950—driver education
- 4134—Latin I
- 5328—business arithmetic
- 6192—industrial arts
- 6994—physics
- 8243—French II
- 8349—geography
- 8683—shorthand I
- 9195—band and orchestra
- 9227—home economics III and IV
- 9233—general business
- 9422—elementary bookkeeping
- 9689—agriculture II

The above subjects are all those taken by fewer than 10,000 high school students. Subjects taken by more than 10,000 students are: English I, II, III and IV; general mathematics I; algebra I and II; citizenship; world history; U. S. history; economics; sociology; general science; biology; chemistry; health; physical education; glee club; agriculture I, III and IV; home economics I and II; typewriting I and II; and French I. Since this second group includes the required basic courses, it would appear that the first group where fewer than 10,000 pupils take the courses listed include the "frills" about which our friend complained. If this is true, then we believe that more students should be taking "frills." It seems to us that there are far too few students taking many of these important subjects. And we think this is true because many of our public schools are too small to offer a broad curriculum which would include more of these subjects.

State Board Allots \$114,459,146.25 to 174 County and City for Operating Public Schools, 1953-54

Total funds in the amount of \$114,459,146.25 were allotted to 100 county and 74 city administrative units by the State Board of Education for operating the public schools during 1953-54, according to the recently made audit of expenditures from the State Nine Months School Fund by the Division of Auditing and Accounting of the Controller's office of the State Board of Education.

These funds were expended in the units for the following objects:

General control	\$ 2,039,600.25
Instructional service	98,289,299.56
Operation of plant	6,136,341.97
Fixed charges	94,392.46
Auxiliary agencies	7,899,512.01

Total expenditures by units were as follows:

<i>Unit</i>	<i>Total Expenditures</i>
Alamance	\$1,269,376.31
Burlington	701,949.41
Alexander	474,164.20
Alleghany	236,503.71
Anson	550,416.25
Morven	127,567.47
Wadesboro	230,963.25
Ashe	625,522.34
Avery	475,287.66
Beaufort	716,748.82
Washington	416,691.54
Bertie	773,470.95
Bladen	969,069.84
Brunswick	665,302.80
Buncombe	2,074,523.31
Asheville	1,052,568.31
Burke	857,040.88
Glen Alpine	137,060.38
Morganton	296,673.71
Cabarrus	811,941.24
Concord	393,425.63
Kannapolis	621,607.20
Caldwell	1,033,857.99
Lenoir	268,773.37
Camden	177,744.18
Carteret	624,612.32
Caswell	707,235.66
Catawba	946,477.62
Hickory	614,524.69
Newton	266,314.83
Chatham	776,033.63
Cherokee	239,937.35
Andrews	149,127.18
Murphy	186,228.19
Chowan	133,848.90
Edenton	230,978.79
Clay	178,817.01

Cleveland	1,301,297.85
Kings Mountain	238,208.40
Shelby	418,753.82
Columbus	1,320,146.05
Whiteville	316,242.54
Craven	766,609.34
New Bern	442,426.23
Cumberland	1,281,921.03
Fayetteville	729,204.40
Currituck	202,789.42
Dare	153,836.56
Davidson	1,065,105.48
Lexington	451,712.33
Thomasville	320,302.37
Davie	443,801.91
Duplin	1,283,210.57
Durham	926,139.56
Durham	1,420,684.09
Edgecombe	848,560.54
Tarboro	331,217.26
Forsyth	1,752,108.33
Winston-Salem	1,924,776.91
Franklin	810,708.16
Franklinton	160,379.02
Gaston	2,018,865.59
Cherryville	210,441.52
Gastonia	764,957.84
Gates	321,702.03
Graham	209,873.26
Granville	679,394.48
Oxford	403,936.26
Greene	607,615.58
Guilford	1,976,271.21
Greensboro	1,780,406.59
High Point	994,008.46
Halifax	1,061,030.56
Roanoke Rapids	351,465.60
Weldon	174,416.59
Harnett	1,446,330.02
Haywood	776,138.20
Canton	337,615.42
Henderson	640,037.52
Hendersonville	222,500.64
Hertford	664,491.21
Hoke	468,596.65
Hyde	223,544.88
Iredell	994,562.19
Mooresville	269,404.18
Statesville	396,821.27
Jackson	578,127.60
Johnston	2,013,854.92
Jones	387,419.48
Lee	483,657.04
Sanford	215,605.33
Lenoir	917,846.32
Kinston	500,435.92
Lincoln	524,108.39
Lincolnton	232,663.07
Macon	492,789.07
Madison	596,004.62
Martin	872,367.31

McDowell	
Marion	
Mecklenburg	
Charlotte	
Mitchell	
Montgomery	
Moore	
Pinehurst	
Southern Pines	
Nash	
Rocky Mount	
New Hanover	
Northampton	
Onslow	
Orange	
Chapel Hill	
Pamlico	
Pasquotank	
Elizabeth City	
Pender	
Perquimans	
Person	
Pitt	
Greenville	
Polk	
Tryon	
Randolph	
Asheboro	
Richmond	
Hamlet	
Rockingham	
Robeson	
Fairmont	
Lumberton	
Maxton	
Red Springs	
Saint Pauls	
Rockingham	
Leaksville	
Madison	
Reidsville	
Rowan	
Salisbury	
Rutherford	
Sampson	
Clinton	
Scotland	
Laurinburg	
Stanly	
Albemarle	
Stokes	
Surry	
Elkin	
Mount Airy	
Swain	
Transylvania	
Tyrrell	
Union	
Monroe	
Vance	
Henderson	

Miss Dennis Named Woman of the Year

Catherine T. Dennis, State Supervisor of Home Economics, State Department of Public Instruction, was named 1954 Woman of the Year for North Carolina by *The Progressive Farmer*, southern farm paper.

A citation of Miss Dennis to this honor appears in the January number of that paper. "For her excellent leadership in home economics," this citation reads, "we honor Miss Dennis as 'Woman of the Year' in service to North Carolina homemakers."

Another paragraph from this citation reads as follows:

"Her life work centers around her position as North Carolina supervisor of Home Economics Education, sponsor of Future Homemakers and New Homemakers in the public schools. But her sincere interest in her work and in the women she has helped has led her into many other great areas of home economics. As an executive member of the farm board of agricultural agencies and organizations she works with rural people for the enrichment of rural living."

Miss Dennis is now serving as president of the American Home Economics Association.

Previous *Progressive Farmer* Women of the year include:

Dr. Jane S. McKimmon, 1940
Marjorie Beal, 1943
Mrs. Rosalind Redfern, 1944
Mrs. Margaret H. Caldwell, 1945
Mrs. B. B. Everett, 1946
Ruth Current, 1947
Mrs. Effie Vines Cordon, 1948
Mrs. Kerr Scott, 1949
Mrs. George M. Apperson, 1950
Mrs. Fred Davis, 1952
Mrs. Eugenia Van Landingham, 1953

Wake	1,965,820.17
Raleigh	1,292,643.00
Warren	744,419.27
Washington	428,498.79
Watauga	546,446.80
Wayne	1,096,025.53
Fremont	103,699.60
Goldsboro	655,784.38
Wilkes	1,127,703.70
North Wilkesboro	184,665.24
Wilson	747,428.86
Elm City	168,624.81
Wilson	639,452.86
Yadkin	660,102.95
Yancey	516,020.72

German and Korean Educators Study North Carolina Schools

Five German and three Korean educators were recent visitors in the State Department of Public Instruction for the purpose of becoming orientated to the public school system of North Carolina. The Korean educators spent two days prior to Christmas in Raleigh, Durham, and vicinity; whereas the five German educators are spending a month in the State in five different school systems.

The Korean educators included Dr. Choi, Kyu Nam, president of Seoul National University; Dr. Park, Chul-chai, director of technical and scientific education in the Ministry of Education; and Mr. Kim, Won Kyu, principal of the Seoul Boys' High School. These distinguished guests visited the State Department for a half-day, and later visited State College, Duke University, and the University of North Carolina. During their stay in the State they met briefly with officials of the NCEA, and with Governor Luther H. Hodges.

The visit of the Korean educators to the States is being sponsored by the National Education Association and the American-Korean Foundation.

The five German educators who are currently located in Statesville, Rocky Mount, Burlington, Reidsville, and Shelby, are participants in an educational exchange program sponsored by the U. S. Department of State. The professional program of the German visitors, along with that of 320 other visiting teachers from 55 countries, is being administered by the United States Office of Education.

After a full day of orientation in Raleigh at the State Department, the German teachers spent one day in visiting State College, University of North Carolina, and Duke University. Following this, each of the teachers went to separate communities in North Carolina for individual observation and participation for a period of one month.

Members of the German delegation visiting in North Carolina at the present time include: Dr. Hildegunde Maria Dietrick, Statesville; Miss Ursula Margaret Kanzow, Rocky Mount; Mr. Klaus Joachim Soelter, Burlington; Mr. Paul Arthur Kitzig, Reidsville; and Mr. Hans Theo Voige, Shelby.

Bigelow to Pusey

Columbia University's president Karl W. Bigelow has replied to Harvard's president Nathan M. Pusey in re the latter's recommendation that all requirements for the certification of teachers be done away with so that non-certified liberal arts college graduates can teach in the public schools. "Teachers should be encouraged to grow as persons rather than to become educational technicians," he said.

In reply to this criticism, Dr. Bigelow says: "Everyone wants teachers to grow as persons—this is a major aim of good teacher education everywhere. But it is false to suggest that such growth cannot be contributed to by study directly related to professional purposes."

Home Accidents Continue To Be State's Greatest Risk

Home accidents continue to kill North Carolinians at the rate of more than one per day. Figures for the month of July, 1954, for example, show a total of 48 home accident deaths. Using National Safety Council rules, the State Board of Health estimates that 4800 persons received injury in home accidents during June.

A total of 40 of the 48 fatalities from accidents in the home occurred to residents of the State. The remaining eight were non-residents.

Detailed information is available on the 40 cases and shows that falls again led to the greatest number of deaths. Fifteen deaths resulted from this cause. Fires claimed 7; poisons 3; gunshot wounds 3; and suffocation and strangulation 7.

Home accidents continue to present the greatest risk for the young and the old. Seventeen home accident fatalities were in children under 15 years of age and 14 in adults over 50 years of age.

Regretably, home accidents are not viewed with the same alarm as highway accidents. Before a community's citizens can mobilize to prevent home accidents, community awareness of the problem must be achieved. Education to these ever present health hazards is a primary job of all health agencies.

School Bus Accidents Increase; Board Passes Resolution on Bus Safety

School bus accidents in North Carolina increased from 419 in 1952-53 to 536 in 1953-54, according to a recent report presented to the State Board of Education by its Transportation Committee.

Upon recommendation of this Committee the Board adopted a resolution suggesting steps to be taken "in the interest of providing all safeguards possible in the protection of school pupils, other persons, and property."

The Committee's report showed that 88.7% of the accidents which happened in 1953-54 occurred on the highways and streets, 8.4% on the school grounds, and 2.9% in driver's yards. The various counties in which these accidents occurred paid from State funds more than \$70,000 for injuries to pupils and adults and damages to property, not including the cost of repairing damaged school busses.

In a joint letter to all school superintendents by C. D. Douglas, Controller, and C. C. Brown, Director of the Division of Transportation, it was pointed out that "The State Board of Education is anxious that all school people having responsibility in the matter (transportation) do everything possible. . . . to the end that loss of life, injury of persons, and damage to property will be kept at a minimum."

Raymond Wilson Consultant For Secondary Commission

Dr. Raymond Wilson, former principal of the Murphy High School in Mobile, Alabama, was chosen during the summer as consultant for the Secondary Commission of the Southern Association of Colleges and Secondary Schools, according to A. B. Combs, who represented North Carolina at the August meeting of the Central Reviewing Committee which met in New Orleans.

As consultant to the Secondary Commission, Dr. Wilson will be responsible for helping to coordinate all activities of the Commission and for advising with its members in terms of his knowledge of local and area problems.

"Dr. Wilson comes to his new position well qualified as to education, experience, and genial personality," declared Mr. Combs.

North Carolina State Board of Education Resolution on School Bus Safety Adopted December 2, 1954

Whereas, the school transportation safety record of the North Carolina public schools has been among the best in the nation over a period of many years;

Whereas, the number of school bus accidents reported during recent years has been on a decided increase;

Whereas, the number of accidents during the current school year of 1954-55 on a proportionate basis appears to be greater than last year;

Whereas, it is important that added emphasis be given by school personnel to school bus safety before the high standard of safety which the North Carolina school bus system has maintained is lowered;

Whereas, the information furnished the State Board of Education by local school personnel suggests some steps which can be taken by local and state school personnel, the State Board of Education in the interest of providing all safeguards possible in the protection of school pupils, other persons, and property adopts the following:

1. That all county boards of education through the county superintendents of schools accept the primary responsibility at the local level for the operation of the safest state school bus transportation system in the United States.

2. That in all city units where school bus routes terminate, the boards of trustees through the city superintendents of schools assume the same interest and responsibility for the careful performance of principals' transportation duties as for any other duties of school employees.

3. That on the basis of the opinions received, it is the sense of the State Board of Education that some responsibility rests on practically every local school official and employee—

(a) *Superintendent*: Primary responsibility is on the superintendent to keep the matter of a safe transportation system constantly before principals, mechanics, teachers, committees, board members, and school bus drivers, and to work out the specific steps to reach the objective in the administrative unit.

(b) *Principal*: Since the principal is the person who selects and employs school bus drivers, subject to proper approval, and gives salary checks to drivers, and observes daily these drivers and the condition of the school busses, the principal has a real responsibility and opportunity to secure the best drivers and substitute drivers possible and to keep them alerted and enthusiastic about their jobs as drivers. The success or failure of the safety record of the transportation system is largely determined by the school principals; therefore, it is important that superintendents be sure that principals realize fully that the selection and supervision of drivers is an important part of their assigned duties.

(c) *Chief Mechanic and Other Transportation Personnel*: The chief mechanic signs the bus driver's certificate along with the representative of the Commissioner of Motor Vehicles. As these men go about the schools, they can be of great service in causing drivers to be friendly toward them and anxious to have the best record for the care of their busses as it is possible to make.

(d) *Teachers*: Each teacher of children who ride school busses can make a large contribution to this program of school bus safety, because a child's conduct on a school bus will be largely determined by the attitude which the child has built up during his days in school toward his fellow-students and his part in making the bus on which he rides a safe vehicle.

(e) *Committeemen*: The selection and employment of school bus drivers is subject to the approval of school committeemen. These persons know the qualities of integrity, character, dependability, and citizenship of the prospective drivers and can be of great assistance in the selection of drivers.

(f) *Boards*: The members of boards can be of help in the over-all safety objective and the means in reaching it.

(g) *Drivers*: They have for years been one of the most inspiring parts of our public school system, for they have in the main taken pride in their jobs, have appreciated the confidence officials have in them, and have been glad to serve their school and schoolmates. They need wise supervision and enthusiastic leadership from their principals and others. With this they will succeed.

4. That the State Board of Education is most anxious that the Controller and the Division of Transportation render every assistance possible to the local units in maintaining the highest standards of school bus safety and that everyone co-operate with the Highway Safety Division in the school bus safety program in every way possible.

Fellowships Offered College Teachers

The Fund for the Advancement of Education is offering approximately 150 Faculty Fellowships for the academic year of 1955-56 to college teachers throughout the United States, according to a recent announcement by Dr. Clarence H. Faust, President of the Fund for the Advancement of Education.

"To a greater extent than in previous years," Dr. Faust stated, "the applicant's proposed program will be judged on the basis of its potential contribution to the strengthening of his institution's program of liberal education. Furthermore, the Committee will consider related applications from two or more members of one faculty who propose to devote their fellowship year to allied aspects of an institution's program of liberal education. In such cases, as in previous years, each application will be considered on its individual merits and will not be prejudiced by a relationship to another application.

"As in the past four years, the awards will be made to able younger teachers throughout the country who wish to broaden their qualifications for teaching within a program of liberal education. Efforts will be made to seek out those teachers having the greatest possibility for growth and development rather than those who have already achieved recognized prominence in their fields.

"Fellowships are available in the humanities, the social sciences, and the natural sciences but not in technical or professional subjects. The fellowships program is not intended to provide for the completion of doctorate study, or for the support of private and individual research projects.

"Application forms and full information concerning this program are being distributed to the presidents of all colleges and universities in the United States. Applications must be submitted by January 31, 1955, and announcement of the awards will be made on or about April 15, 1955. Application forms and further information may also be obtained from the Committee on Faculty Fellowships. The Fund for the Advancement of Education, 655 Madison Avenue, New York 21, New York."

State-Allotted Teachers Paid \$3,106.46 Average Annual Salary, 1953-54

North Carolina's 28,576 State-allotted classroom teachers were paid an average annual salary of \$3,106.46 from State funds during 1953-54, according to calculations based on the audit of expenditures from the State Nine Months School Fund for that year.

These figures do not include amounts paid to: approximately 1250 teachers of vocational subjects paid from State, Federal and local funds, more than 1000 teachers paid entirely from local funds, and to 1565 State-allotted principals and 260 supervisors. Neither do they include additional amounts paid to some State-allotted teachers where a special local tax has been levied.

The 20,565 State-allotted white teachers were paid an average annual salary of \$3,078.80, whereas the 8,011 Negro teachers received an average of \$3,177.47. Divided as to elementary and high school, the figures are:

White elementary	\$3,084.98
Negro elementary	3,207.70
White high school	3,058.25
Negro high school	3,050.82

Principals were paid an average of \$4,987.32—white, \$4,975.32; Negro, \$5,072.60. As to elementary and high school, the averages are:

White elementary	\$4,633.05
Negro elementary	4,687.99
White high school	5,238.77
Negro high school	5,302.99
Supervisors were paid as follows:	
White	\$3,996.40
Negro	4,019.54
Average all	4,003.88

Guided Tour Features Industrial Arts Meet

A 2-hour guided tour through the United Furniture Corporation was the feature attraction of the sixth annual fall meeting of the North Carolina Industrial Arts Association which met in Lexington on November 13.

The enthusiasm aroused by their trip, according to K. C. Sinclair, public relations chairman, was so great that two tours were necessary.

At this meeting plans were made for the Fourth Annual State Fair to be held at Myers Park High School, Charlotte, May 7, 1955. Every shop teacher in the State is urged to send projects to and attend this Fair, Mr. Sinclair stated.

Wisconsin Chamber Adopts Policy Re Materials

The Wisconsin State Chamber of Commerce has been swamped with overlapping requests for information about this State, as well as other states, that a new policy for distributing materials has, of necessity, been adopted—a policy which superintendents and principals might make known to teachers and pupils in their efforts to improve instruction as well as public relations.

"Effective with this school year and hereafter, only those requests submitted by a classroom teacher will be processed by the education section of the state Chamber of Commerce. It is suggested that this material become the property of the school for further reference use."

This suggestion seems altogether reasonable, and reminds one that securing information from any source, as well as preserving it for future use, can be the basis of constructive and cooperative planning among pupils, teachers, and administrators.

Load and Preparation of Social Studies Teachers Now Under Joint Study

A joint study of the load and preparation of social studies teachers in North Carolina is now under way, according to Dr. William H. Cartwright, Chairman of the Committee on Teacher Education and Certification of the National Council for the Social Studies. This study is being cooperatively undertaken by the National Council and the North Carolina Council for the Social Studies; the State Department of Public Instruction has pledged its full cooperation.

Initial phases of the study are being carried out by Elizabeth Stack of the Raleigh public schools and by the University of North Carolina.

Dr. Cartwright, chairman of the Department of Education at Duke University, is serving as chairman of the standing committee on teacher education and certification. Recently in Indiana, he was elected to the vice-presidency of the National Council for Social Studies.

Enrollment in Public Schools Increased From 1948-49 to 1953-54; Increase

Public school enrollment increased from 864,154 in 1948-49 to 968,066 in 1953-54, an increase of 103,912 or 12.9 per cent, according to a comparison of the official statistical records of these years as presented in accompanying tables.

County and City

Enrollment of children in the 74 (72 in 1948-49) city administrative units, the five-year comparison shows, increased much greater than in the 100 county administrative units. Enrollment in the 72 city units in 1948-49 totaled 241,882, whereas in 1953-54 these units plus the two new city units (St. Pauls and Maxton) enrolled 289,644 pupils. The increase for these units, including the 3,523 pupils enrolled in Maxton and St. Pauls, totaled 47,762, or a percentage increase of 19.7 for the five-year period.

White and Negro

Increase in total school enrollment in the 100 county units (including Maxton and St. Pauls in such totals for 1948-49 and excluding such units in 1953-54) totaled 56,150, or an increase of 9.0 per cent for the five-year period.

Increase in public school enrollment during this period under consideration was greater in schools for white pupils than in those for Negroes, 13.4 per cent in the case of the former and 8.9 per cent for the latter. In the city units the racial comparisons as to increased enrollments for this period are 21.7 per cent in the case of white pupils and 15.7 per cent in the case of Negroes. Among the 100 county units there was a 10.3 per cent increase in white enrollment and a 6.0 per cent increase in Negro pupils enrolled.

II. Five-Year Increase in School Enrollment, County Units

County	WHITE			NEGRO			TOTAL		
	1948-49	1953-54	In-crease	1948-49	1953-54	In-crease	1948-49	1953-54	In-crease
Alamance	6,568	7,856	1,288	2,278	2,377	99	8,846	1,387	15.7
Alexander	3,120	3,309	189	365	380	15	3,485	204	5.9
Alleghany	1,772	1,736	-36	48	43	-5	1,820	-41	-2.3
Anson	1,979	1,929	-50	2,372	2,285	-87	4,351	-137	-3.1
Ashe	5,433	5,159	-274	68	57	-11	5,501	-285	-5.2
Avery	3,748	3,659	-89	47	33	-14	3,795	-103	-2.7
Beaufort	3,184	3,371	187	2,094	2,027	-67	5,278	120	2.3
Bertie	2,291	2,334	43	4,714	4,705	-9	7,005	34	.5
Bladen*	4,373	4,465	92	5,657	4,002	-345	7,330	537	6.8
Brunswick	2,212	3,238	1,026	1,889	2,202	313	4,301	639	13.3
Buncombe	14,757	16,180	1,423	419	429	10	15,176	1,433	9.4
Burke	5,855	6,367	512	339	312	-27	6,224	955	15.3
Cabarrus	5,387	5,770	383	856	814	-42	6,243	341	5.5
Caldwell	7,226	8,688	1,462	212	240	28	8,138	790	9.7
Camden	5,527	752	-4,775	524	586	62	1,051	287	27.3
Carteret	3,584	4,438	854	732	915	183	4,316	1,037	24.0
Caswell	2,732	2,857	125	2,815	3,040	225	5,547	350	6.3
Catawba	5,835	6,553	718	656	708	52	6,491	770	11.9
Chatham	3,364	3,963	599	1,942	2,317	375	5,306	974	18.4
Cherokee	1,312	1,391	79				1,912	79	4.1
Chowan	503	538	35	421	393	-28	924	7	.8
Clay	1,409	1,545	136				1,409	136	9.7
Cleveland	7,047	7,377	330	3,262	3,459	197	10,309	537	5.2
Columbus*	6,800	7,398	598	3,582	4,204	622	10,382	1,220	11.8
Craven	2,900	4,333	1,433	2,339	2,357	18	5,239	1,351	25.8
Cumberland*	6,338	8,329	1,991	3,887	3,337	-550	10,225	2,041	20.0
Currituck	791	921	130	529	520	-9	1,320	121	9.2
Dare	1,082	1,128	46	75	70	-5	1,157	41	3.5
Davidson	7,247	8,629	1,382	333	281	-52	7,580	1,330	17.5
Davidson	2,586	2,814	228	621	550	-71	3,207	157	4.9
Davie	6,272	6,520	248	4,185	4,425	240	10,457	488	4.7
Durham	1,585	1,338	-247	2,387	2,387	0	5,571	1,954	35.1
Durham	1,585	1,338	-247	2,387	2,387	0	5,571	1,954	35.1

12.9 Per Cent Within Five-Year Period Was Greatest Among City Units

Elementary and Secondary

Enrollment in the public high schools of the State increased from 170,151 in 1948-49 to 206,467 in 1953-54, an increase of 36,316 or 21.3 per cent.

Enrollment in elementary schools, grades 1-8, increased during this same period from 694,003 to 761,599—67,596 or 9.7 per cent.

Greatest percentage increase in these areas was made by the Negro high schools which increased in enrollment from 40,465 to 53,646, or 32.6 per cent, during this five-year period. Enrollment in public high schools for white students increased 17.8 per cent, from 129,686 to 152,821. In other words, there were 23,135 more white boys and girls attending public high schools in 1953-54 than in 1948-49, and correspondingly 13,181 more Negro boys and girls attending public high schools.

In the elementary schools there were 12.2 per cent more white children in 1953-54 than in 1948-49, but only 4.6 per cent more Negroes. In other words, whereas the white elementary schools enrolled 57,530 more pupils in 1953-54 than in 1948-49, the Negro schools of the same grades enrolled only 10,065 more.

Further analysis shows that among the high schools the five-year increase was greatest in the county units—19.2 per cent for white boys

and girls and 40.3 per cent for Negroes—whereas in the city units, these increases were 15.0 per cent and 22.1 per cent respectively.

Increase in enrollment in the elementary schools, when compared as to units, was greatest in city units—24.0 per cent in the case of white schools and 14.0 per cent for Negroes, whereas in county units corresponding increases for the races were 8.1 per cent and .9 per cent.

Still further analysis of increases in school enrollment shows that among schools for whites the greatest increase during the five-year period occurred in the first grade, 26.4 per cent. City units experienced a 50.0 per cent increase, whereas there was an 18.6 per cent first grade increase in county units.

Among Negro schools the greatest increase occurred in the 12th grade, 44.0 per cent. For this grade the increase in Negro enrollment was 57.5 per cent in county units and 27.5 per cent in city units.

County and City Units

Tables II and III present enrollment figures in county and city administrative units for 1948-49 and for 1953-54 by races and the increase or decrease in such enrollment during this five-year period. As will be noted there is a wide range in this respect among these units.

Comparisons may be made by the reader.

III. Five-Year Increase in School Enrollment, City Units

City	WHITE			NEGRO			TOTAL		
	1948-49	1953-54	In-crease	1948-49	1953-54	In-crease	1948-49	1953-54	In-crease
Albemarle	2,038	2,277	239	389	389	0	2,038	628	30.8
Andrews	1,279	1,315	36	16	16	0	1,303	28	2.1
Asheboro	2,430	3,014	584	402	420	18	2,832	602	21.3
Asheville	5,132	6,421	1,289	2,059	2,203	144	7,191	1,433	19.9
Burlington	4,026	5,000	974	1,051	1,177	126	5,077	1,100	21.7
Canon	2,485	2,566	81	122	148	26	2,607	107	4.1
Chapel Hill	13,525	17,600	4,075	669	925	256	1,433	694	47.8
Charlotte	1,038	1,352	314	339	339	0	1,490	19,723	28.2
Cherryville	1,038	1,352	314	339	339	0	1,490	19,723	28.2
Cherryville	1,038	1,352	314	339	339	0	1,490	19,723	28.2

• Five-Year Increase in School Enrollment by Grades

Grade	WHITE				NEGRO						
	County Units		City Units		County Units		City Units				
	1948-49	Increase No. %	1948-49	Increase No. %	1948-49	Increase No. %	1948-49	Increase No. %			
1	53,088	62,978	9,890	18.6	17,308	25,969	8,661	50.0	70,396	18,551	26.4
2	47,465	48,934	1,469	3.1	16,381	20,354	3,973	23.5	69,746	15,342	8.4
3	45,949	46,364	415	.9	15,752	18,406	2,654	16.8	61,901	2,071	5.0
4	44,959	46,885	1,926	4.3	14,766	18,431	3,665	24.6	59,745	5,561	9.3
5	44,170	49,445	5,275	11.9	14,775	18,839	4,064	27.5	58,945	9,339	15.8
6	44,183	44,661	478	.9	14,512	17,610	3,098	21.3	56,347	5,524	10.0
7	38,908	42,156	3,248	8.3	14,320	16,340	2,020	14.4	53,188	5,808	10.0
8	34,707	38,090	3,383	9.7	13,439	14,330	1,491	11.1	48,146	4,474	10.1
9	192	114	-78	-40.6	327	265	-62	-19.0	519	-140	-27.0
Special	351,273	379,639	28,366	8.1	121,660	150,834	29,174	24.0	429,933	57,530	13.2
Elem.	29,551	33,908	4,357	14.7	13,368	14,810	1,442	10.8	42,919	7,799	18.5
10	23,339	28,438	5,099	21.8	10,885	13,202	2,317	21.3	34,224	4,346	12.6
11	19,229	22,877	3,648	19.0	9,214	10,809	1,595	17.3	23,343	5,343	18.4
12	15,728	19,563	3,835	24.4	8,205	9,215	1,010	12.3	23,933	3,445	20.0
Special	65	16	-49	-76.9	112	109	-3	-2.7	167	-148	-88.6
H.S.	87,902	104,782	16,880	19.2	41,784	48,039	6,255	15.0	129,686	23,135	17.8
TOTAL	439,171	454,236	15,065	3.4	163,444	198,873	35,429	21.7	602,619	80,665	13.4
Grand Total	439,171	454,236	15,065	3.4	163,444	198,873	35,429	21.7	602,619	80,665	13.4

Dare Coast Region Student Tours Are Planned For 1955

Dare coast operators in the history-famous Kitty Hawk-Kill Devil Hills and Nags Head region, as well as Roanoke Island and far-famed Cape Hatteras, have united to arrange for student tours during 1955, according to Aycock Brown, Manteo, N. C.

Cooperating with the operators will be three civic organizations, the Dare Beaches and Nags Head Chambers of Commerce and Dare County Tourist Bureau which acts in a promotional way for all of the Dare Coastal communities from Duck and Kitty Hawk to Hatteras and westward to include Roanoke Island and the Dare mainland. Allyn Hanks, superintendent of the Cape Hatteras National Seashore and Fort Raleigh National Historic Site, along with Horace Dough, superintendent of the Wright Brothers National Memorial Monument at Kill Devil Hills, will cooperate with the organizations spearheading the tourist tours.

Several of the operators of hotels and motels have already agreed to give special rates for student tours. These special rates will be comparable to charges made at such places as Williamsburg, Washington, D. C., Raleigh, the State's capitol, and other scenic and/or historic localities in western North Carolina and beyond the borders of the State. Under a plan discussed by members of Nags Head Chamber of Commerce at their December meeting, student groups stopping overnight on their tours in Outer Banks or Island motels which do not have dining rooms or facilities for serving meals, would get special rates in restaurants of the area.

Attractions for students on tour would include the birthplace of aviation, the birthplace of English-speaking America, Pea Island National Wildlife refuge, Fort Raleigh Museum and the restored fort of 1585, along with Waterside Theatre where Paul Green's "Lost Colony" will be presented for its 15th season during 1955. A maritime museum at Cape Hatteras and the famous lighthouse there, America's tallest, and a new Museum of Natural History would be included on the student tour itinerary, along with 100 miles of wreck-strewn ocean beaches.

1955 Yearbook Will Feature Staff Relations in Schools

Early in February the new yearbook of the American Association of School Administrators will come from the press. The volume is entitled *Staff Relations in School Administration*.

"In the first chapter the yearbook commission will set forth the belief that administration should be regarded as a way of working with people, as a means of bringing about effective cooperative activity to achieve the purposes of the enterprise. Building on this fundamental theory, other chapters will deal with

- Personnel procedures in school administration
- Capitalizing on the forces that motivate human behavior
- Factors affecting group work
- Working together for individual growth
- Working conditions and staff relations
- Improving economic and community status of staff members
- Cooperating with the staff in fiscal affairs
- Working together for good school-community relationships
- Evaluation of staff relationships
- Responding to the challenge.

"The yearbook for 1955 is believed to be somewhat unique in that it will draw upon the important studies of business and industrial efficiency carried on in the last 30 years. In essence, this research has concluded that technical knowledge and skill have less effect on production than the way workers feel about one another, the attitude they have toward top management, and their feeling about their place and importance in the enterprise.

"Firmly rooted in the yearbook will be the idea that success in school administration depends upon findings and developing more effective ways of working together as a team. The challenge facing the superintendent is to develop more efficient methods of utilizing a greater portion of the total talent and ability possessed by all members of the staff, from assistant superintendent, to classroom teacher, to school custodian. Administrative gadgetry, rules, and directives alone will no longer suffice in a group enterprise as complex as modern education."

Publisher Makes Grant for Language Arts Study

A grant of \$10,000 for graduate fellowships has been made by the publishing firm of the Macmillan Company to Teachers College, Columbia University, it was announced recently by Dr. Hollis Caswell, president of the college.

The purpose of the fellowships is to advance knowledge of the teaching of reading and other language arts on the elementary-school level.

The awards, to be known as the Macmillan Company Fellowships, are valued at approximately \$3,000 each for one academic year of study, and are renewable. The first fellowship, for the 1955-56 year, is now open to applicants throughout the United States.

Under terms of the grant, qualified persons may offer to study a variety of subjects and problems for improving the teaching and learning of language arts, according to Dr. Arthur I. Gates, head of the Department of Psychological Foundations at Teachers College and chairman of the college's 1955-56 Macmillan Fellowship Committee.

Dr. Gates said that, on the elementary level, these arts usually include reading, spelling, composition, handwriting, and children's literature. Fellowship students may specialize in the solution of reading problems, or work in the curriculum and teaching department to learn to organize and improve the teaching of these subjects in the school program.

Students may major in guidance, psychological foundations, the general psychology of learning, child development, testing and evaluation, clinical psychology, and psychological services in the school, as these fields apply to language arts in elementary schools.

Applications for the first fellowship may be obtained from the Chairman of the Committee on Fellowships at Teachers College, 525 West 120th Street. They must be returned before May 1, 1955.

Candidates actively working in education are encouraged to apply.

The present yearbook commission is headed by President-elect, H. I. Willett, superintendent of the Richmond City Schools. (From *The School Administrator*, NEA publication of AASA.)

Teaching Aids Available Through NAM

Educational topics pertaining to American industry have been carefully treated in pamphlets, posters, books, and pictures by the Educational Advisory Committee of the National Association of Manufacturers (2 East 48th Street, New York 17, N. Y.); and are annotated in the 1954-55 catalog, entitled "Educational Aids for High Schools."

These materials, by and large, are free and are suitable for use by high school pupils and teachers. Certain pamphlets for example, discuss job opportunities in science, engineering, management, teaching, and distribution. There are pamphlets on "patents," "conservation," and many other topics. A number of movies is also listed.

Practical Bulletin Released On Problems of Integration

A new 124-page pamphlet designed to help educators faced with the problem of integration of minority groups has just been released by the National Conference of Christians and Jews.

Entitled *Education In A Transition Community* and written by Dr. Jean A. Grambs, the booklet is the ninth in a series of intergroup education pamphlets published by the National Conference. The material is organized with the needs of the public schools primarily in mind and is intended to help school administrators, teachers, parents, and community leaders to choose wise policies on the basis of the experience of others. This pamphlet, like others published by the National Conference, is designed to make available to American teachers in a concise form information and helpful tools for the improvement of intergroup relations through classroom education.

Dr. Grambs was formerly an assistant professor of Educational Sociology at Stanford University. She is the author of "Group Processes In Inter-group Education," and is a well-known specialist in educational methods. In 1952, Dr. Grambs and William Iverson co-authored "Modern Methods in Secondary Education."

Such a pamphlet, based on the experiences of others, can give additional insight to North Carolina educators, who, already are approaching the problems of segregation and integration in a calm and intelligent manner.

Calendar of Professional Meetings, Conferences, Workshops, Institutes

(Readers are requested to advise the editor of scheduled meetings for this feature.)

- February 4-6 —Guidance Conference, Duke University, Durham
- February 19-23 —Thirty-ninth Annual Convention, National Association of Secondary-School Principals, NEA, Atlantic City, New Jersey
- February 24-26 —Annual Meeting, American Association of Colleges for Teacher Education, NEA Chicago, Illinois
- February 24-26 —Annual Convention, National School Boards Association, Chicago, Illinois
- February 26-March 2—Annual Meeting of the Department of Rural Education, NEA, St. Louis, Missouri
- February 28-March 2—Tenth Annual Convention, Association for Higher Education, NEA, Chicago, Illinois
- March 6-10 —Association for Supervision and Curriculum Development, 10th Annual Convention, Chicago, Illinois
- March 16-19 —NEA Department of Elementary School Principals, Annual Meeting, Chicago, Illinois
- March 25-29 —Southern Division, Music Educators National Conference, NEA, New Orleans, Louisiana
- March 24-26 —Annual Meeting North Carolina Education Association, Asheville, N. C.
- April 2-6 —American Association of School Administrators, Eastern Regional Convention, Cleveland, Ohio
- July 3-8 —NEA Convention, Chicago, Illinois

Southern Safety Conference To Be Held Feb. 28-Mar. 1

The Southern Safety Conference will be held in New Orleans on February 28 and March 1, 1955, according to a recent announcement by Shelby M. Jackson, Louisiana State Superintendent of Education, who is vice-president in charge of the School, Home and Farm Section of the Conference.

In a letter to North Carolina's State Superintendent Charles F. Carroll, Superintendent Jackson has invited youth groups to send representatives to the Conference. "A program has been developed for school, home and farm safety whereby the youth of the South can participate and gain information which will aid in the development of all phases of safety in the Southern States," Superintendent Jackson states. "We would like to have at least four representatives from the following organizations: Future Homemakers of America, Future Farmers of America, 4-H Club, Teen-Age Traffic Safety Association, Future Business Leaders of America, Student Council, Distributive Education Club, Trades and Industries, and Industrial Arts Clubs, and any other youth group in your State which would be interested in school, home and farm safety."

New Polio Vaccine Will Be Supplied Free

If the Salk polio vaccine, field tested last spring and now being evaluated, proves to offer effective protection against polio paralysis, the March of Dimes will supply it without charge for vaccine next spring for approximately 7,750,000 children enrolled in the first and second grades of public, parochial and private schools in the United States, Hawaii and Alaska as well as to about 1,390,000 "Polio Pioneers" who did not receive vaccine in the trials.

The new distribution plan, which includes children in the second grade, has just been announced by the National Foundation for Infantile Paralysis. This makes approximately 9,000,000 U. S. school children, in age brackets highly susceptible to polio, eligible to receive the March of Dimes vaccine, if licensed, before the 1955 polio season.

"Polio Pioneers" are the 1,830,000 U. S. school children in 217 test areas in 44 states who participated in the 1954 Polio Field Trials, sponsored by the National Foundation and paid for with \$7,500,000 of March of Dimes funds. About 440,000 of the "Polio Pioneers" received vaccine last spring; the others did not.

NEA Estimates 52,325 Increase in State's School Enrollment

An increase of 52,325 in the enrollment of pupils in North Carolina public schools this current year over last year has been estimated by the National Education Association. For the nation as a whole the NEA estimates that there are 1,263,000 more children in school this year than last.

Other North Carolina estimates made by the NEA are the following:

- An increase of 1,269 in instructional staff
- An increase of 25 in the number of teachers who hold emergency or temporary certificates
- An increase of \$4,541,000 in current expenditures
- An increase of \$7 in the average expenditure per pupil in average daily attendance
- An increase of .6 per cent in the average salary of instructional staff (classroom teachers, principals, and supervisors)

"Most of the foregoing changes were not unexpected," the NEA states, "but some of them, such as increasing en-

rollments, indicate a further piling up of the instructional, financial, personnel, and housing problems which have adversely affected schools during the past few years.

"In the following respects," the NEA further states, "the outlook for 1954-55 is clearly unfavorable:

- The enrollment in teacher-education institutions is not gaining rapidly enough to fill the need for qualified teachers
- The accelerated growth in pupil enrollments is compelling school systems to employ increasing numbers of teachers who are not fully qualified for standard certificates
- The shortages in buildings and qualified teachers continue to deprive some pupils of full-time schooling.
- The shortages of buildings and qualified teachers, especially critical in the elementary schools in the past eight years, are now producing serious problems at the secondary-school level."

Library Statistics for State Reveal Outstanding Needs

Library statistics for more than three thousand public and private elementary and high schools in North Carolina for 1952-53 indicate that there are 375 full-time librarians with some training and 846 part-time librarians with some training in library science. More than 900 of the libraries, however, are served by teachers with no training.

During 1952-53 more than \$900,000 was spent for books and magazines, and nearly \$500,000 for supplies—or a total of approximately \$1,400,000.

Circulation of books per pupil was almost 18 for each student, or approximately 17,000,000 for the year. Librarians in the State reported 44,339 magazines and 4,699,784 books. The same statistics reveal that each pupil owns approximately five books. During the same year more than 200,000 books were lost and discarded.

"As creditable as this record is in many ways," declared Cora Paul Bomar, State library adviser, "there is great need for more trained personnel in the area of library science as well as need for increased revenue for library facilities."

Special Education Reaches One-Fifth Pupils Needing It

The 497,216 public school children who were enrolled in special classes during 1952-53 in the United States constitute 1.8 per cent of the 28,118,000 public school children enrolled that year. The estimate is offered, however, that special classes served only about one in five children needing such education. This information is revealed in a 78-page pamphlet on nationwide statistics in special education issued by the U. S. Office of Education.

One of the outstanding recent trends, the report shows, is to give children short-term specialized instruction to overcome handicaps and to prepare them for absorption into regular classes. "If the educational services are provided at the nursery school and kindergarten levels," the report states, "most severely crippled and otherwise physically disabled children may develop improved coordinations and better speech habits, and learn to live with their handicaps to the extent that they may be absorbed in the regular schools and classes at a relatively early age."

Doctor Gobble- dygook Says:



"Neither unilaterally determined treatment nor treatment involving the fulcrum of conflict concepts of vector-psychology will give us the gestalt approval we need."

Seven School Superintendents Honored Through Resolutions

Resolutions of respect were unanimously passed by the Division of Superintendents, at the High Point meeting in December, honoring seven superintendents who have recently died. The following educators were named in the necrology report:

J. YADKIN JOYNER:

Age 91; Died January 24, 1954 in La Grange, North Carolina; Served as State Superintendent of Public Instruction 1902-1917.

L. BERGE BEAM:

Age 61; Died March 30, 1954 at his home in Crouse, Lincoln County; Served as Superintendent of Lincoln County Schools July 5, 1915-January 1, 1927. Prior to this he taught school and after resigning from Lincoln County Schools, he studied law at Wake Forest and practiced law and farming the remainder of his life.

W. S. SNIPES:

Age 87; Died May 20, 1954 in Winston-Salem, North Carolina; Served as Superintendent in Dunn, Newton, Fayetteville, and Winston-Salem.

H. G. ROBERTSON:

Age 69; Died May 21, 1954; Served as Superintendent in Greene and Tyrrell Counties.

D. V. CARTER:

Age 66; Died May 24, 1954 in Clinton; Served as Superintendent of Sampson County Schools for 26 years.

JAMES ROBERT POOLE:

Age 83; Died June 8, 1954 in Lumberton; served as superintendent of Robeson County Schools for 32 years.

THOMAS S. HOOD:

Age 48; Died October 2, 1954 in Charlotte; Served as Superintendent of Pamlico County Schools; At the time of his death, he was serving as principal in Hot Springs.

Reprints of Recent Article Available

"Teaching Is An Attractive Career," an article by Earl W. Anderson, Consultant in Teacher Education, Office of Education, U. S. Department of Health, Education, and Welfare, appeared in the November issue of *School Life* and is available in quantities for principals and guidance councilors. Copies of the article may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

Board Adopts Resolution Re Late Governor Umstead

The State Board of Education at its regular meeting on December 2, 1954, adopted a resolution in memory of the late governor William B. Umstead, who died on November 7.

The resolution reads as follows:

"WHEREAS, since the last official meeting of this Board our beloved Governor William B. Umstead has passed away, and this Board desires to express its sentiments of grief and sorrow by reason of his untimely death;

AND, WHEREAS, the members of the State Board of Education are deeply sorrowful that death has removed from our midst in the person of Governor William B. Umstead one who proved by his affirmative acts that he was an able, informed, and courageous friend, advocate and defender of all phases of public education in our State;

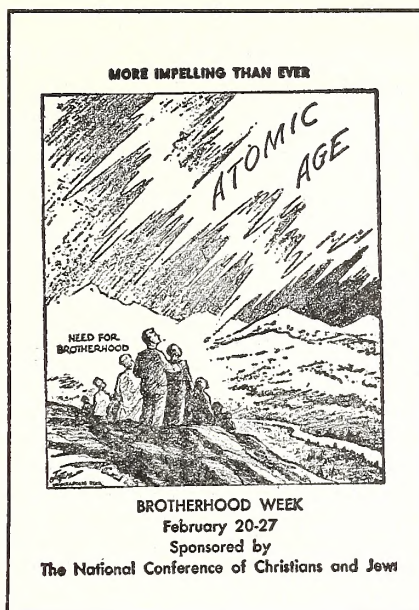
AND, WHEREAS, Governor Umstead gave to the many causes of public education in our State the full measure of his deep thinking, his time, his strength and his great devotion;

AND, WHEREAS, the many causes of public education were among his foremost and deeply cherished ambitions;

AND, WHEREAS, the able and unselfish leadership of Governor Umstead in promoting the causes of public education in North Carolina has been, and will continue to be, a source of inspiration to the membership of this Board, who knew and loved him, in the performance of their official duties:

NOW, THEREFORE, BE IT RESOLVED:

That these sentiments of appreciation and loss be spread upon the official minutes of the State Board of Education and that copies of this resolution be conveyed to Mrs. Umstead and to the Press of the State."



Brotherhood Week February 20-27

Brotherhood Week, annually sponsored by the National Conference of Christians and Jews, will this year be observed Feb. 20-27, with the theme "One Nation Under God."

A group of nationally prominent educators will mobilize the schools and colleges, involving youth of all age levels, for participation in Brotherhood Week activities.

Materials, aids, and program ideas are available on request from Dr. Herbert L. Seamans, Commission Director, 381 Fourth Avenue, New York 16.

Safety Education Data Sheets Now Available in Book Form

Safety education data sheets, 62 in number, issued by the National Safety Council, have been bound in book form and are now available through the State library facilities.

These sheets cover 62 different topics, such as bicycles, camping, electrical equipment, fireworks, floors in the home, matches, play areas, school buses, school parties, winter driving, woodshop safety, falls, and many others.

Data sheets usually include four well-organized, well-illustrated pages, which are useful for elementary and secondary teachers.

1954-55 Directory Is Distributed

Copies of the *Educational Directory of North Carolina, 1954-55*, have been distributed to school superintendents, members of the State Department of Public Instruction, and a number of other interested people.

This annual volume, edited by L. H. Jobe, is a complete directory of all educational institutions, agencies, and organizations in the State of North Carolina. The 101-page bulletin includes, among numerous other items, members of the State Board of Education, members of the State Department of Public Instruction, superintendents and chairmen of county boards of education and city boards of trustees, supervisors of special subjects, attendance and welfare officers, and members of the Textbook Commission.

In addition, principals of public elementary and high schools are listed according to counties, along with the number of teachers in each school. The bulletin also includes all institutions of higher learning, summer schools and their directors, accredited schools of nursing, private kindergartens, summer camps, local health officers, staff members of the North Carolina Education Association, and a complete list of educational periodicals published in the State.

Copies are available to individuals who need such information as is included in this *Directory*.

British Summer Schools Open to Americans

Summer study at British universities is open to American students in 1955, according to an announcement made recently by Kenneth Holland, President of the Institute of International Education, 1 East 67th Street, New York City.

Six-week courses will be offered at Oxford, at Stratford-upon-Avon, and at the capital cities of London and Edinburgh.

A limited number of scholarships is available. Award and admission application forms may be secured from the Institute of International Education in New York or any of its regional offices. Completed applications should be returned to the Institute in New York by March 28, 1955.

The Ideal American Teacher

The qualities of the ideal American teacher are:

1. Appreciation of humanity and the essential values of individuals;
2. Emotional stability and adjustment;
3. Native ability with adequate professional training;
4. Intelligent alertness and curiosity;
5. Pleasing personality and appearance;
6. Love for democratic processes;
7. Crucial thinking and objectivity;
8. Healthy physical and mental views;
9. Knowledge of educational trends and philosophies;
10. Importance of human relationships.

—From Quotations Submitted By Dr. Merle Prunty in *The Gleaner*.

Annual Democracy Workshop Scheduled for Williamsburg

The fifth annual Democracy Workshop, a national youth forum, will be held in Williamsburg, Va., on the weekend of February 18-20, it was announced recently by Colonial Williamsburg which sponsors the event as part of its educational program.

During the Workshop weekend, selected high school students from all parts of the nation will gather in Williamsburg, where Washington, Jefferson, and other early patriots made history, to discuss problems of democracy in a series of roundtable sessions. Joining with the young people in the panel discussions will be a group of distinguished guest authorities.

The student participants will be state and national winners of the Voice of Democracy Contest, selected from more than a million entrants for their ability to express thoughts on democracy in broadcast essays. The contest, scheduled this fall, is sponsored annually by the U. S. Junior Chamber of Commerce, the National Association of Radio and Television Manufacturers Association, and the Radio-Electronics-Television Manufacturers Association.

The Democracy Workshop in February also will include a special dramatic presentation by candlelight in the famous House of Burgesses chamber, meeting place of America's oldest representative legislative assembly. There will be special tours of the restored colonial area for the students, a banquet in their honor, and other activities and entertainments.

Last year nearly 43,000 students from 910 schools and 27 different states visited Colonial Williamsburg. Of this number 39 per cent were students of the 4th, 5th, and 6th grades; the remainder were high school students.

Supts.' Report Includes Summary of Education

The *Superintendent's Biennial Report, Part One*, for 1952-54, has just been mailed to school superintendents throughout the State, newspapers, and members of the General Assembly.

Part One of the *Biennial Report* is a summary of all educational activities within the State during the 1952-54 biennium, along with recommendations for future growth and development among the public schools of the State. The bulletin is profusely illustrated and presents in a brief and graphic manner, a complete picture of public school education within the State during the past two years.

In submitting this report to the Governor and members of the General Assembly of 1955, Superintendent Charles F. Carroll indicated that the State has made "tremendous progress in many phases of its educational program during the past several years. The recommendations contained in this report set forth some proposals which, I believe, will further improve the public schools. This, I commend to your earnest consideration and support."

In the section entitled "Information and Statistics," facts are presented concerning the following topics: administration; financial support; schools and school buildings; length of term, enrollment, and attendance; instructional personnel; instructional program; auxiliary services; other educational institutions; and education in the States.

Section two of the *Report* is entitled "Recommendations for Further Improvements." This section is concerned with the following topics: Financial support for current operations, financial support for new services and personnel; the school building program; teaching personnel; administrative units; kindergarten; and community colleges.

Schools May Get Book

The North Carolina State Highway and Public Works Commission has on hand a number of extra copies of a book which was published several years ago entitled, "North Carolina Roads and Their Builders," by Capus Waynick. This book contains a vast amount of State history with particular emphasis on the development of transportation.

Any school or school library may obtain a copy without charge by writing to James S. Burch, State Highway and Public Works Commission, Raleigh, North Carolina.

T and I Newsletter Stresses Realism in Daily Instruction

The first issue of the Trade and Industrial Education NEWSLETTER for the current year was released in December. Featured in this issue is an article by Harry Adner of Buffalo, New York, entitled "Realistic Trade Teaching is Based on Current Trade Practices."

The thesis of Mr. Adner's article is expressed in the opening paragraph in which he states, "To prepare a student for effective entrance into a trade and to insure that he will become a productive and intelligent worker necessitates that his education be based on realism. That is, the teaching vehicles for shop or laboratory skills should be real jobs, using modern tools and equipment, and following current trade practices."

On the front cover of the NEWSLETTER is a house constructed last year by high school students in the trade carpentry class at Roanoke Rapids High School under the supervision of the instructor, Jack Watts.

The 14-page NEWSLETTER includes the latest news throughout the State in trade and industrial education, and depicts effectively the work which is going on in this area.

The Division of Vocational Education and its department of trade and industrial education is to be commended on the realistic approach adopted toward the instruction of youth throughout the State. The variety and practicality of work being done in North Carolina is, indeed, doing much toward improving the quality of citizenship in our State.

The Attorney General Rules . . .

School Stores, Etc.

In reply to inquiry: In your letter of August 3rd you state:

"Each year it is called to the attention of our Association officers that a number of the schools in the State in order to accumulate funds for various purposes sell assortments of seeds through students. Aside from being in competition with the local taxpayer, it occurs to us that the schools are assuming a considerable risk of which they may not be aware. We may be mistaken but we believe that the school authorities may be held responsible in the event a student was injured while selling or delivering merchandise for the school."

While you do not expressly so state, I assume that you are seeking the views of this office as to the legality of such sales through the public schools.

H. D. 66-58, first enacted as Chapter 122, Public Laws of 1939, as originally enacted, provided that it shall be unlawful for any unit or agency of the State government or any individual employee of such unit or agency in his capacity as employee thereof to purchase or sell to any person any article of merchandise in competition with citizens of the State. A number of exceptions appeared in this statute, among them the following: "Provided further, that this section shall not be construed to apply to any high school or public school."

Chapter 1090, Session Laws of 1951, rewrites G. S. 66-58. Sub-section (a) of the statute, as rewritten, stipulates that except as may be provided in this section it shall be unlawful for any unit, department or agency of the State government or any division or subdivision of any such unit, department or agency or any individual or employee of any such unit, department or agency in his capacity as employee thereof to engage directly or indirectly in the sale of goods, wares and merchandise in competition with citizens of the State. Subsection (b) lists fourteen different institutions and agencies to which subsection (a) is not applicable. Subsection (c) provides that the provisions of Subsection (a) shall not prohibit eleven enumerated activities. The ninth excepted activity is "the operation by the public schools of school cafeterias." The eleventh excepted ac-

tivity is "the sale of textbooks, library books, forms, bulletins and instructional supplies by the State Board of Education, State Department of Public Instruction, and local school authorities."

The foregoing seem to constitute all the cases in which the public schools of North Carolina are authorized to engage in selling activities. Therefore, it would seem that no public school has the authority to sell an assortment of seeds through students of the institution.

In your letter you refer to the fact that the school might be held responsible in damages in the event a student is injured while selling or delivering merchandise for the school. Article 31, Chapter 143 of the General Statutes, makes the North Carolina Industrial Commission a court for the purpose of passing upon tort claims against the State and its various departments and agencies when damage to person or property has been sustained through the negligence of a State employee while acting within the scope of his employment and without contributory negligence on the part of the injured party. Since it would seem to be outside the scope of the authority of school employees to authorize such sales as you mentioned in your letter, it is doubtful that the school could ever be liable for an injury to a student under such circumstances. However, I can imagine a situation in which a teacher might become personally liable for authorizing such activity.

I am sending a copy of this letter to Dr. Charles F. Carroll, State Superintendent of Public Instruction, so that he may take any action which seems advisable under the circumstances.

—Attorney General, August 4, 1954.

Bible Teaching

In Reply to Inquiry: I have your letter of June 18, enclosing a letter from Mr. _____, wherein he inquires if the _____ Graded School District, which has voted a supplementary tax for the purpose of providing a twelfth grade and a ninth month to the schools in that district, has the legal authority to employ and pay from the supplementary funds a part or all of the teacher's salary to teach Bible in the school.

The North Carolina statute does not contain any provisions dealing with the

reading of the Bible or teaching thereof in the common schools of the State. The Constitution, Article I, Section 26, provides as follows:

"26. Religious Liberty.—All men have a natural and inalienable right to worship Almighty God according to the dictates of their own consciences, and no human authority should, in any case whatever, control or interfere with the rights of conscience."

There is no prohibition in the statute against teaching courses in Bible in the public schools of this State as an elective course, nor is there any statute which would have the effect of prohibiting the using of public money to defray the expense involved in teaching such a course, in the same way and manner as other courses in the public schools are taught. The only statute relating to compulsory courses which must be taught in our public schools is C. S. 5440. Here it will be seen that the Superintendent of Public Instruction is charged with the duty of preparing courses of study in spelling, reading, writing, grammar, language and composition, English, arithmetic, drawing, geography, histories of the State of North Carolina and the United States, Americanism, elements of agriculture, health education, and the nature and effect of alcoholic drinks and narcotics, and fire prevention.

As stated above, these are the only compulsory courses required by law to be taught in our public schools. Other subjects may be taught as elective courses.

No doubt, it was because of the constitutional provision above quoted that courses in Bible were left out of the compulsory courses of study required by law. The language of the Constitution, with regard to freedom of religious worship, is very broad in its terms and if elective courses of study of the Bible are made a part of the curriculum of any of the public schools of this State, great care should be taken in the selection of such courses and in the manner in which the courses are taught, that there is no violation of this section of the Constitution.

From a practical standpoint due to the great variety of religious beliefs and sects in this State, it seems to me that it would be very difficult to prescribe a curriculum which includes a

(Continued on page 16)

LOOKING BACK

5 Years Ago

(N. C. Public School Bulletin, January, 1950)

Dr. Clyde A. Erwin was highly commended for his statesmanlike leadership of the National Council of Chief State School Officers at the annual convention of these officers meeting recently at Biloxi, Mississippi.

Superintendent W. F. Starnes of the Cherryville city administrative unit died at his home in Cherryville on November 2, following a heart attack.

The fact that traffic deaths are so expensive, averaging \$87,500 each, leads John C. Noe, Adviser in Safety Education for the State Department of Public Instruction, to ask the question: Is your school offering driver education to help remedy this situation?

10 Years Ago

(N. C. Public School Bulletin, January, 1945)

According to a tabulation by counties of the vote last November on the State Board of Education amendment to the Constitution, the amendment passed in 87 counties, tied in one (Sampson), and failed in 12.

Miss Minnie Ruth McNeill, formerly a teacher in the Elkin school, has been employed as supervisor of the Surry County School, it was recently announced by John W. Comer, County Superintendent.

The problem of school attendance was analyzed by Supt. W. J. Bullock at the meeting of school superintendents held last November 2-4 in Raleigh.

15 Years Ago

(N. C. Public School Bulletin, January, 1940)

As far as it has been possible to determine, there are 18 units that are providing a twelfth grade this year.

By recent action of the United States Congress, an amendment has been made to the Federal Income Tax Laws, which includes employees of all political divisions of the nation under the classification of "Individuals Taxable." This has been interpreted to include all local, State, and Federal employees—school teachers, principals and superintendents.

Bible Taught In 45 Schools

There were in 1953-54 forty-five public high schools which offered courses in Bible, according to A. B. Combs, Director of the Division of Elementary and Secondary Education, State Department of Public Instruction. These schools reported an enrollment of 3000 students.

In a statement prepared for persons wishing to learn what is being done with reference to Bible teaching as the result of specific planning, Mr. Combs gave the following additional facts:

"There is no statute relating to the teaching of Religious Education or Bible in the public schools. . . . The teaching of Bible is not sponsored nor promoted by the State Department of Public Instruction. For this reason no course of study in the teaching of Bible has been issued by the Department. The organization of teachers of Bible has developed a suggested course of study.

"Credit may be allowed as an elective unit toward graduation if the person teaching the course is certified by the Division of Professional Service.

"As a rule the establishment of courses in the teaching of Bible is sponsored by the local council of churches. In many instances this organization nominates the teacher but the teacher is elected by the local school board and becomes a regular member of the faculty. Usually the full salary of the teacher of Bible is paid by the local sponsoring agency.

"In North Carolina the Bible course is usually taught in the school building. No arrangement has been worked out for releasing students at a particular time to go to their churches for religious instruction.

"A ruling of the Attorney General made in 1941 covers the legal aspects of the teaching of Bible in North Carolina." (printed elsewhere in this Bulletin)

The Attorney General Rules

(Continued from page 15)

course in the study of the Bible, to select one which would not in some instances infringe upon the inalienable rights to worship Almighty God according to one's own dictates or interfere in some manner, however small, with the rights of one's own conscience in this regard.

—Attorney General, July 18, 1941.

MAKING TODAY'S NEWS

Durham. Final inspection will be held Friday on the recently completed Northern High School, C. H. Chewning, county school superintendent, said today.—*Durham Sun*, November 29, 1954.

Sanford. Dr. Charles F. Carroll, Superintendent of the Department of Public Instruction of North Carolina, will be guest speaker at the November meeting of Central High School Parent-Teacher Association to be held Tuesday evening at 7:45 o'clock in the school cafeteria.—*Sanford Herald*, November 27, 1954.

Greensboro. A lengthy meeting between county commissioners and members of the Greensboro school board, designed to find the best way to get additional funds for new school construction in Greensboro, came to a close late yesterday with the two groups apparently no closer to an agreement than before the session opened.—*High Point Enterprise*, November 30, 1954.

Orange. Practically everyone in Orange County will in one way or another be affected by Thanksgiving Day next Thursday, which will generally be observed throughout the county as a holiday.—*Chapel Hill News-Leader*, November 22, 1954.

Chapel Hill. Behind-the-wheel instruction begins for the Chapel Hill High School driver training class on Tuesday morning with the arrival of a new 1955 Ford, being furnished free of charge by Prichard and Little Motor Company.—*Chapel Hill News-Leader*, December 6, 1954.

Cabarrus. The County Board of Education yesterday heard a proposal that may mark the coming of a profound change in rural high schools in Cabarrus County. The proposal was to consolidate three of the county's six high schools.—*Concord Tribune*, December 7, 1954.

Greenville. Learning at home through educational television, a new experience to most North Carolinians, has attracted a large audience to the current series of three TV courses offered by East Carolina College over WNCT of Greenville.—*Greenville Reflector*, December 9, 1954.

Greensboro. City schools Supt. B. L. Smith will meet with Guilford representatives to the Legislature tomorrow to present to them a resolution requesting the State to release \$25,000,000 in bond money passed by a vote of the people in 1953.—*Greensboro Record*, December 16, 1954.

Retirement Board Agrees on Plan for Joining Social Security

A coordinated plan for joining the Teachers' and State Employees Retirement System with Social Security was agreed upon by the Board of Trustees of the System at a meeting held January 4.

This action by the Trustees was made possible following action by Congress last August in an amendment to the Social Security Act providing for the extension of benefits of Social Security to members of established retirement systems when the members of such systems voted in favor of a plan of merger.

The plan approved by the Trustees of the North Carolina System is being incorporated into a bill to be presented to the General Assembly now in session. If acted upon favorably by the General Assembly, it will then be submitted to the membership of the System to be voted upon. A ninety-day notice prior to the date of election on the question will be given. A majority of the members of the System *MUST* vote in favor of the plan before it goes into operation. Should a majority not favor the proposition, the Retirement System would remain as it is at present.

The plan as agreed upon by Trustees includes the following:

1. There would be no reduction in retirement allowances for those already retired.
2. For members in service, benefits would be paid in full for both membership and prior service up to the time the coordinated program would become effective which would be January 1, 1955.
3. No decrease in disability benefits as a result of the combination of Social Security and retirement. Disability benefits would be paid as at present on the 5 per cent basis and would not be affected in any way by the addition of Social Security.

4. Each member of the Retirement System will contribute 3 per cent of his salary to the Retirement System under the proposed plan and 2 per cent to Social Security up to a salary of \$4,200.00 per year. On that part of the salary in excess of \$4,200.00 per year, members would contribute 5 per cent of their salaries for retirement.
5. The twenty-year vested-right clause of the law and early retirement (thirty-year clause) would remain.
6. The maximum retirement allowance including Social Security could not in any case exceed 75 per cent of the average salary for the last five years of service prior to the time of retirement. This would not include the beneficiary's benefit from Social Security.
7. For those members who wish to retire at age 60, an increased benefit would be paid between age 60 and 65 and an adjustment made at age 65. The purpose of this is to avoid penalizing those employees who wish to retire at age 60.
8. The cost to the State for both retirement and Social Security will be the same until January 1, 1960, at which time there will be a one-half of one per cent increase for both the employee and the employer for Social Security.

\$3.49 Per Pupil For Textbooks

The per-pupil expenditure for textbooks for elementary and high schools in the United States in 1953 was \$3.49 according to statistics released by the American Textbook Publishers Institute.

The amount was 5.4 per cent larger than in the preceding year but less than one per cent of the total education budget, the institute says.—*Education News*.

In-Service Education Helpful In Adjustment of Pupils

An article entitled "Does In-Service Education for Teachers Improve Emotional Adjustment of Their Pupils?" by Dr. R. M. Fink of the State Department of Public Instruction, was published in the December issue of the Health Bulletin. This article is the result of a program of in-service training in mental hygiene in the Durham County schools.

One aim of the project was the improvement of the emotional adjustment of the children during the first three years of school. The schools participating in the study were divided into four groups: the teachers of the controlled group did not participate in the program of in-service education; teachers in group A were informed of the specific purposes of the project and were furnished, from time to time, with selected publications. No other work was done with these teachers. Teachers in group B received the same publications and for a period of three years participated in a series of meetings which included lectures, discussions, and films. Teachers in group C received the same publications and participated in meetings on the same topics. In addition, these teachers took the adult form of the California Test of Personality and had an opportunity to discuss results individually and as a group. Following this, a few printed materials dealing with self-understanding were furnished for teachers to study as they saw fit.

After this in-service program with teachers, the pupils were re-administered the California Test of Personality, primary series form A; and it was learned that pupil adjustment was somewhat more noticeable, especially among girls, with those teachers with whom the program of in-service training had been most concentrated.

Details of this study will be of interest to those concerned with pupil adjustment in the primary grades.

Superintendent Carroll Says . . .

Among the many factors which have contributed to the growth and progress of North Carolina, leadership is unquestionably near the top of the list. The caliber of that leadership, past and present, in the professions, in business and industry, and in government is evidenced on every hand. As the relative simplicity of our agrarian economy is being displaced by the complexities and the inter-relationships inherent in our rising industrialized economy, the functions of leadership are being expanded and becoming more vitally significant. More and more the measure of our State will be determined by the measure of our talent for leadership.

Recent studies relating to college attendance provide adequate cause for sober reflection on the part of North Carolinians. Roughly eight per cent of the Negro and 13 per cent of the white college age population of the State are enrolled in college. These figures are well under those of some other southern states and decidedly below the national figure which stands now at more than 30 per cent.

A survey of 1954 high school graduates indicates that for the State at large approximately 31 per cent are enrolled in college. Examination of the data by counties shows a range from a low of 10 per cent to a high of more than 50 per cent; and consideration of individual schools and individual administrative units reveals even more variation in the drawing power of college over the high school graduates.

Enrolling and continuing in college requires a blending of intellectual capacity, financial resources, and proper motivation. Research indicates that we are not using to full advantage the brain power our youth have to offer. It has been stated that for every qualified student currently enrolled in college, there is another equally qualified who lacks the resources or motivation.

Economic utilization of our human resources necessitates prompt action designed to increase the percentage of our youth going to college. Facilities on college campuses must be expanded to meet the need; young people must be assured the means to attend and, above all, they must be imbued with purpose. The indispensable leaven of leadership must be provided, proportionate not only to the needs of the hour, but more importantly, proportionate to our aspirations for a greater North Carolina in the future.

The possibility that any talented high school graduates terminate their education short of college graduation due to lack of either funds or incentive should pose a distinct challenge to citizens in every community of the State. Much is being done by way of scholarship aid; much remains to be done, however, if the opportunity to attend college is brought to a desirable percentage of our youth. Economic circumstances and motivation are perhaps related. It is reasonable also to believe that motivation may be indigenous to the life of the community—an accomplishment of teachers, parents, and citizens generally.

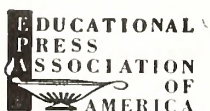
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Ye Editor Comments...

Controversial Topics in the Classroom?

Perhaps under specific circumstances there are two sides to this question; but, generally speaking, opportunities for exploring all sides of controversial issues is the very essence of education and democracy.

How can young people be expected to be self-thinking, mature, and useful citizens in their schools and in their communities unless they have guidance in analyzing the strengths **and** weaknesses of controversial issues? How can valid, intelligent opinions be formed until all the facts pertaining to a problem are examined? As pupils deal with controversial issues, they will likely learn that all such matters must be constantly re-appraised in terms of new evidence. New conclusions and varying opinions, reached as a result of seeking for truth, indicate growth in effective citizenship. Is not this a fundamental aspect of individual progress and education as well as the very basis of democracy?

Dealing intelligently with controversial issues in the classroom not only has possibilities for strengthening the learning processes, but such a practice can definitely strengthen the quality of character within the individual, as well as the foundations of democracy itself. Is there any better way to develop creative, independent thinking in the individual than through honest efforts to see all sides of an issue? Unlike Pilate, who would not wait for an answer when he asked, "What is Truth?," youth everywhere today should be encouraged to seek diligently for the truth and not to yield to generalities, untruths, and half-truths. Is there any purpose in education more important than this? Is any technique for achieving this good more likely to be fruitful than the intelligent, well-guided discussion of controversial topics?

Report on Schools

There has just come from the press a report on North Carolina's public schools. This report, issued by the State Superintendent of Public Instruction, is worth reading by every citizen of the State. It contains much information about the administration, organization and operation of the schools. It shows how this State compares with other states in various phases of public education. It includes recommendations by the State Superintendent for making further improvements. Librarians, editors and other interested citizens should secure a copy of this valuable report. Copies are available from the Director, Division of Publications, State Department of Public Instruction, Raleigh, N. C.

A Good American School

Of course, all schools do not deserve the label "good." Neither are they all poor. There are, however, many good schools in which good work is being done.

Recently, an editor of one of the daily papers of the State had the opportunity to visit a school in his home town. (Incidentally, that is the only way to get first-hand information about the schools.) Well, this editor was so favorably impressed with the school which he visited that he wrote an editorial about his visit and his impression of the work being carried on there. This editorial was so fine that we should like to quote the following excerpts therefrom:

"We left impressed by two observations: The American child today is perhaps brighter and healthier looking than any in the republic's many generations and the schools are doing an excellent job in developing the youngster for constructive citizenship.

... "Every room had one or more modern teaching aids. Some were simple. Others were costly. But each, we believe, was accomplishing its purpose of preparing children for the complexities of life ahead.

"Yet, despite the modern atmosphere, there was abundant evidence that the old fundamentals of elementary education were not being deemphasized. Neither was appreciation for the beautiful being neglected. Every room was decorated with the children's work, ranging from the beginning effort of the First graders to some real talent in the Sixth grade.

"After the two hours, including a delicious meal in the cafeteria, we left convinced that we had seen a good American school. We felt good and proud inside. While other Americans wrestle with the innumerable and complex problems of maintaining democracy, the nation's educators are quietly going about their way in making the largest single contribution toward that end. Day in and day out, they impress upon millions of children that their birthright is a free and wholesome life. The principals and the teachers do such a good job that we simply take their work for granted. But next to the parent, the teacher is the most important influence upon the child. Yet, the way he or she is treated in the distribution of economic benefits, one would think his or her place in society was of scant value."

268 Elementary Schools Have Long-Range Testing Program

Two hundred and sixty-eight elementary schools in North Carolina report that they have a long-range testing program for grades 1-8. These programs have been in operation an average of 4.6 years. Of the nearly 1500 schools reporting, only 151 (10.2%) administered no standardized test during the school years 1952-53 and 1953-54.

The study of the status of testing in elementary schools in North Carolina was undertaken cooperatively by Arnold Strauch, graduate student in Education at the University of North Carolina, and the State Department of Public Instruction. One thousand four hundred and sixty-seven schools reported their testing practices through a questionnaire administered in May, 1954.

Types of Tests Given

The survey records that *intelligence* tests are administered in all elementary grades (1-8) but most frequently in grades four, seven, and one. Of the 268 schools with long-range testing programs, 163, or 60.8 per cent, administer intelligence tests in grade four; 38.8 per cent, in grade seven; and 32 per cent, in grade one. Throughout the State, intelligence tests are least often given in grades five and eight.

Achievement tests are likewise administered in all grades (1-8); most frequently in grade five among the 268 schools, but in grade six when all 1467 schools are considered. There is little difference in frequency of use between grades five, four, six, and three. Achievement tests are least often given in grades one, two, and eight.

Reading readiness tests, as expected, are most often given in grades one, two and three—in that order. In the first grade, such tests are administered in 93 per cent of the 268 schools with long-range testing programs and in 68 per cent of the total of schools participating.

Reading tests among the 268 schools were most frequently administered in grades two, eight, and three; and least often given in grades one, seven, and six.

The survey of testing practices included a two-year period, 1952-53 and 1953-54. During 1953-54 there were 155 more schools in which intelligence tests were administered than during the preceding year, and 111 more schools used achievement tests.

Negligible use is made of diagnostic, aptitude, interest, and personality tests whether in schools with long-range programs or otherwise.

Purposes for Giving Tests

Purposes for administering tests were investigated, and it was learned that intelligence tests are given primarily to determine pupils' capabilities and as a basis for individual instruction. Achievement tests, the survey shows, are given most often for deciding where emphasis should be placed in the curriculum, for grouping within each classroom, and for comparing pupils' progress within the school. Reading readiness tests are administered for the obvious purpose of determining who is ready to read and when; but also for purposes of grouping, sectioning, and placement. Reading tests are given for survey purposes and for determining the present status of pupils and program.

The study indicates that purposes for administering tests were most frequently determined cooperatively by supervisor, principal, and teacher; or by supervisor and teacher. Supervisors most often have made the initial suggestion that testing be done; whereas, superintendents, principals, and teachers rank next in the order mentioned.

Who Financed Testing?

In 183 schools tests were financed by the schools themselves; whereas in 781 schools expenses were cared for by counties and cities. Tests were most frequently selected by supervisors; yet in one-third as many schools by the superintendent and supervisor cooperatively. In choosing achievement tests, 736 schools indicated that several achievement tests were evaluated in trying to determine which one best suited the curriculum in existence. Such evaluation was most often done by the supervisor, though in half as many instances by a testing committee.

Who Supervised Testing?

In 30 schools someone outside the system assumed supervision of the testing. Teachers or supervisors and teachers together most frequently administered tests. Teachers, by and large, did not take tests before they administered them; but in 385 cases they did.

Tests were almost invariably scored by individual teachers or by groups of teachers, though supervisors assisted in 41 situations.

Governor's Committee Reports on Segregation

Two objectives—preservation of public education in North Carolina and preservation of the peace in North Carolina—were presented in the unanimous report of the Committee appointed by former Governor Umstead to study and advise on the problems faced by this State following the Supreme Court decision last May on segregation in the public schools.

The Report of the Committee was released by Governor Luther H. Hodges in his biennial message to the General Assembly on January 6, 1955. The Report included four conclusions:

First, that mixing of races forthwith in the public schools should not be attempted.

Second, that the people of this State desire to solve the problems within the framework of the present public school system, and this should be earnestly attempted before consideration is given to any material change.

Third, that enrollment in the public schools is a local matter, and complete authority for such should be vested in the county and city boards of education.

Fourth, that the U. S. Supreme Court's decision gives rise to long-term problems, requiring continuous study, and an advisory commission should be created to carry on such studies. The Legislature should be represented on such a commission.

In commenting on the Committee's Report, Governor Hodges said: "I pay tribute to the Committee for its arduous labors and its collective wisdom, and I urge that the General Assembly accept this report with its recommendations."

When a pupil's test tended to show a very high or a very low score, another test, usually another form of the same test, was given in 343 situations to check the first score, but in 900 instances no such follow-up test was given. The survey also reveals that local norms have been established in 399 situations.

Using Results of Tests

Teachers, more often than otherwise, did *not* go over test results with pupils or parents; yet in 378 instances teachers and pupils did discuss test results, and in 146 instances teachers and parents went over test results together. In 818 instances pupil errors were analyzed.

Handbook on N. C. Government Available to Teachers

A recently published handbook entitled "North Carolina: Its Government" is available to social studies teachers throughout the State through the courtesy of the League of Women Voters.

This handbook may be obtained from the League of Women Voters, Box 1222, Chapel Hill, N. C. for 50c a copy.

State and National Leaders Take Part in Annual Meet On Special Education

The Sixth Annual Special Education Conference of Handicapped Children was held in Raleigh November 11 and 12, with more than 200 participants. Conferences were arranged by Felix S. Barker, Director of the Division of Special Education, and Beaman Kelly, President of the North Carolina chapter, International Conference for Exceptional Children.

Designed as an in-service training conference, the annual meeting included addresses, panel discussions, and general discussions. Outstanding guests who participated in the program were Dr. Herbert Koepp-Baker, Professor of Clinical Speech Pathology in the College of Medicine, and Director of the Cleft Palate Training Program and Center of the Professional Colleges, University of Illinois; Dr. Allen S. Hurlburt, Assistant Superintendent of the Department of Public Instruction; H. Jay Hickes, Director of Special Education, Charlotte City Schools, and Dr. Leslie B. Holman, Professor of Psychiatry, Duke University School of Medicine.

The four panels arranged for the conference included "Organization and Operation of Classes for Mentally Retarded Children," "Organization and Operation of Classes for Visually Handicapped Children," "Organization and Operation of Classes for Orthopedically Handicapped Children," and "Organization and Operation of Speech and Hearing Programs in the Public Schools."

Dr. Herbert Koepp-Baker contributed two addresses to the conferences: "Social Implications of Special Education" and "Current Research and Treatment Procedures in Cleft Palates."

Should Public Schools Teach Dangers of Communism? If so, What Aspects?

Teaching the dangers of Communism, in the minds of many educators, is one of the chief responsibilities of public schools today; since the conflict between free democracies and Communist imperialism is likely to affect our allies for years to come. How best to do this job is a real problem everywhere.

In discussing this topic in the Scholastic Magazine, Mr. Samuel D. Moskowitz, principal of Bayside (New York) High School, suggests the following six aspects of Communism which should, in his opinion, be taught in the public schools:

1. Pupils must be taught that communism is a conspiracy whose adherents have a primary allegiance to the Soviet Union and have taken an oath to obey the Kremlin's orders, even if it involves committing acts of treason in time of war. The conspiratorial nature of membership in the Communist Party must be made clear.
2. Schools should teach how the Communist cell and the Communist Party operate and, while they represent a small minority, how they can dominate clubs, unions, and other organizations which they infiltrate.
3. Through classroom discussion, our pupils can learn about the gyrations of the Communist line and the propaganda twists Communists give to such words as democracy, imperialism, and peace.
4. Our pupils should learn that communism, rather than being an advanced or revolutionary stage of civilization, is really a reactionary movement that deprives its people of centuries of progress toward freedom of the individual. Freedoms won after a long historical battle against serfdom and feudalism have been lost in countries taken over by Communists.
5. As often as possible, comparisons and contrasts should be made between the American and the Communist way of life, especially with respect to freedom of religion, freedom of speech, freedom of press, freedom of movement, the courts, the position of the worker, and standards of living.
6. Finally, we must teach our students to distinguish between a Communist and an American who works for reform. The habit of indiscriminately labeling "Communist" anyone with whom we differ brings confusion which plays into the hands of Communists, who flourish on confusion and division.

Protection Begins On Drawing Board

Many fire protection principles that will reduce the probability of fire loss can be introduced on the drawing board, according to a recent statement by the National Board of Fire Underwriters. Three fundamental principles, the Board states, are these:

1. *Avoid excessive areas.* This usually can be accomplished by sub-divisions: by fire-walls or by fire partitions.
2. *Provide for the installation of suitable automatic fire protection.* This, of course, should be supplemented by private fire department protection when public protection is inadequate.
3. *Segregate processes known to possess above-normal fire hazards.* This should be done in order that fires involving such processes can be confined to the affected areas.

The National Board of Fire Underwriters and its affiliated organizations will supply the necessary information for providing school plants with adequate fire protection.

Supplementary Readings Listed in New Catalogue

The 1955 edition of the ANNOTATED LIST OF BOOKS FOR SUPPLEMENTARY READING (kg-9th grade) has just been published by the Children's Reading Service of New York and is offered without charge to any school teacher, librarian, principal or superintendent who requests one on an official letterhead.

This catalogue presents a carefully chosen list of 1000 children's books from more than 40 publishers, arranged by topics and school grade levels. There are several new and distinguishing features in this 1955 edition. Books to stimulate the beginning reader to desire to read, books suitable for remedial reading and particularly books for use in the social studies areas. Exhibits for PTA book fairs and for individual school, city, or county exhibits are also offered.

Copies of the new catalogue and details about the book exhibits may be obtained from: Children's Reading Service, 1078 St. John's Place, Brooklyn 13, New York.

States Vary in Ratio of Per Capita State and Local Tax Revenue; Average for the Nation Almost \$1.00 for \$1.00

In proportion of state tax revenue to local taxes—counties, cities, district—the states varied from the lowest per capita state tax of 35 cents in New Jersey for each per capita dollar of local tax revenue realized to the highest state tax of \$3.73 to each \$1.00 realized from local sources in New Mexico.

These ratios were computed on the basis of figures for the fiscal year ending June 30, 1953, from the United States Bureau of the Census, which appeared in the January 8 number of *North Carolina Facts*, weekly fact sheet published by the North Carolina Research Institute.

The nation as a whole, the calculation shows, obtained \$1.02 from State taxes for every \$1.00 realized from local taxes. North Carolina ranks fourth from the top with a ratio of \$2.61 to \$1.00 in tax revenue realized from State and local sources, respectively. Louisiana (\$3.14 to \$1.00) and South Carolina (\$2.83 to \$1.00) are the other two states in addition to New Mexico which realize a higher per capita tax revenue from State sources in proportion to that raised from local sources on a per capita basis.

In per capita tax revenue from State sources North Carolina ranked 21st on the basis of highest (first) to lowest (48th) with an average of \$68.86. This was slightly above the national average of \$67.74.

On the basis of the per capita tax revenue obtained from local sources, however, North Carolina was at 44th place by having realized \$26.36 per capita in tax revenue from such sources.

On the basis of the total per capita tax revenue from both State and local sources, North Carolina ranked 41st among the states, the amount being \$95.22. Nevada with a total tax per capita revenue of \$196.27 ranked first in this respect. Alabama, with an average of \$75.28, ranked lowest in this respect. Other states ranking below North Carolina for this year were: Arkansas (47), Kentucky (46), Mississippi (45), West Virginia (44), Tennessee (43), and Virginia (42). Average for the nation was \$134.22.

Welfare Dept. Issues Solicitation Licenses

Licenses to solicit funds in North Carolina were issued to a number of institutions and organizations by the State Department of Public Welfare during October and November, 1954.

These licenses are issued in conformity with the provisions of the State Solicitation Law, which provides that the Department of Welfare shall issue such license "after full investigation and careful study of the purpose and functioning" of the agency making application for such authority.

In October the Department issued licenses to the following: Crossnore School, New Farmers of America (N. C. Association), Oxford Orphanage, Divisional Office of Salvation Army, Flouridation Educational Society of the Carolinas, Church of God Prophecy (State Office), South Atlantic Conference of Seventh-Day Adventists, Aid Refugee Chinese Intellectuals, American Bureau for Medical Aid to China, American Hearing Society, The Associated Missionary Society, Child Welfare League of America, The National League for Nursing and the United States Committee for United Nations International Children's Emergency Fund.

During November the following license were issued: American Freedom Association, Children's Home Society of North Carolina, Colored Orphanage of North Carolina (Oxford), Eliada Home for Children, Faith Cottage Maternity Home, Florence Crittenton Home, Home Betterment League of North Carolina, North Carolina Foundation of Church Related Colleges, National Foundation for Infantile Paralysis (State Office), American Leprosy Missions, Cooperative for American Remittances to Everywhere (CARE), Muscular Dystrophy Association of America, and the National Jewish Hospital at Denver.

In accordance with law, persons soliciting funds in the State must have evidence of authority and show same upon request.

NAM Issues Guidance Series

Publication of a revised edition of "Your Opportunities in Management," a vocational guidance booklet that has reached a school circulation of 750,000 since its appearance, was announced recently by the National Association of Manufacturers. The 32-page, two-color, illustrated pamphlet is part of a series designed to assist high school and college teachers, students, and career-minded young people who have already left school.

"Your Opportunities in Management" outlines the pivotal role of management in today's business world and describes the many career opportunities offered by this growing field.

Other titles in the NAM vocational guidance series are: "Your Future Is What You Make It," "Your Opportunities in Science and Engineering," "Your Opportunities in Distribution," "Your Career in Teaching," and "Working Together." Copies are available from the NAM's Education Department, 2 East 48th St., New York 17.

Colorado School Offers Scholarship

A tuition scholarship, valued at \$425 to \$475 a year, is offered to a North Carolina boy for the academic year 1955-56 by the Colorado School of Mines, Golden, Colorado.

The award of the scholarship is made by the Colorado institution upon recommendation of State Superintendent Charles F. Carroll. Requirements are that the candidate:

1. Satisfy admission requirements for entrance as specified in the general catalog, and have a scholastic standing in the upper tenth of his high school class.
2. Must be a student who has never attended the Colorado School of Mines.
3. Must be a bona fide resident of North Carolina.
4. Must possess those qualities essential to the making of a successful mineral engineer.

No application blanks are required. Any boy interested should file a copy of his high school record, signed by the principal, and a letter setting forth other qualifications and reasons why scholarship is desired with Superintendent Charles F. Carroll, Raleigh, on or before June 1, 1955.

North Carolinians Active In National Organization

Three North Carolinians are serving as committee members in the American Association for Health, Physical Education, and Recreation. They are Richard Jamerson, UNC, Committee on Affiliated Organizations; Charles E. Spencer, State Department, Chairman Anderson Award Committee and a member of the committee to Review Award Committee Relationship, and Sally Southerland, Charlotte City Schools, Committee on Permanent Historical Records and Exhibits.

Taylor Dodson, of the State Department of Public Instruction, is serving as the North Carolina membership director for AAHPER.

North Carolinians who are serving as section officers for the Southern District of AAHPER are: Kathryn Luttgens, Woman's College; Mrs. Annie Ray Moore, State Department; James W. Long, Wake Forest College; Jean Stockton, Duke University; Harold Barrow, Wake Forest College; Taylor Dodson, State Department; and Joellen Gill, Woman's College.

Administrators Recognize Need for Assistance in Guidance

"Problems on which school administrators desire help," the thesis of a recent survey conducted by a graduate assistant at Appalachian State Teachers College, revealed that guidance services constitute the chief problem with which administrators need help in the 51 high schools surveyed.

The findings of this investigation are encouraging to the degree that more and more administrators are recognizing their need for up-to-date information concerning the values and techniques of guidance. Literature in the field is abundant; graduate schools are increasingly offering practical courses in the area of guidance; conferences and workshops are serving a real need in bringing guidance information to more people; and the State Department of Public Instruction itself has an advisor in the area of guidance. Yes, it is encouraging when administrators recognize their need for knowing more about the possibilities of total guidance programs in order that they may spearhead effective local enthusiasm and activity in this area.

Budget Commission Recommends \$265,572,218 for Public Schools for 1955-57 Biennium

Increase of \$18,902,515 Over Current Biennium

Funds in the total amount of \$265,572,218 are recommended for elementary and secondary school purposes for the biennium beginning July 1, 1955, by the Director of the Budget and the Advisory Budget Commission in the Appropriation Bill submitted to the General Assembly of 1955 early last month.

The figure given, which includes recommended appropriations for State level administration, compares with \$246,669,703 for the current biennium. This is an increase of \$18,902,515 over this biennium, or an average increase of \$9,451,257.50.

A breakdown of the recommended amounts by large purposes by years, together with actual and estimated expenditures for 1953-54 and 1954-55, respectively, is given in the following table:

	Actual 1953-54	Estimated 1954-55	Recommended	
			1955-56	1956-57
Support of Nine Months Term	\$112,993,295	\$118,489,837	\$123,085,044	\$127,424,449
State Board of Education	191,467	220,771	225,456	228,061
Vocational Education	3,263,644	3,580,407	3,490,667	3,522,083
Purchase of Free Textbooks	803,836	2,194,228	1,882,021	1,476,862
Vocational Textile Training School	42,430	47,920	63,000	63,542
Purchase of School Buses	1,977,500	1,977,500	1,324,075	1,810,090
Administration of State School Plant Construction, Improve- ment, and Repair Fund	57,418	61,693	64,537	65,837
Department of Public Instruction	349,860	417,897	420,425	426,159
Total	\$119,329,590	\$126,572,356	\$130,134,800	\$134,590,834

More Children Require More Instructional Personnel

The State will need and employ a total of 35,300 personnel for instructional purposes to man the public schools during 1955-56 and 36,450, for 1956-57, it is estimated on the basis of anticipated enrollment for these years.

These estimated figures include all teaching personnel—all teachers, both State and locally paid, principals and supervisors. Actual number employed in these categories last year was 32,903. During that year the total average daily attendance in the public schools was 874,165. Estimated attendance and teaching personnel figures for the current year and the two years following are:

Year	A.D.A.	Personnel
1954-55	907,000	34,000
1955-56	940,000	35,300
1956-57	969,500	36,450

A table showing the total instructional personnel employed during the preceding four years is given below:

TOTAL INSTRUCTIONAL PERSONNEL EMPLOYED				
	1950-51	1951-52	1952-53	1953-54
1. Teachers—Total	26,081	26,565	27,805	28,576
Elementary	20,544	20,837	21,749	22,284
High School	5,537	5,728	6,056	6,292
2. Classified Principals—Total	1,433	1,484	1,526	1,565
Elementary	535	595	653	686
High School	898	889	873	879
3. Total State-allotted	27,767	28,303	29,588	30,401
Elementary	21,079	21,432	22,402	22,970
High School	6,435	6,617	6,929	7,171
Supervisors	253	254	257	260
4. Vocational	1,194	1,122	1,247	1,273
5. Local	1,064	1,224	1,056	1,229
Grand Total	30,025	30,649	31,891	32,903

ENROLLMENT IN STATE'S PUBLIC HIGH SCHOOLS INCREASES 21.3 PER CENT WITHIN PAST FIVE YEARS

36,316 More Boys and Girls in High School Than Five Years Ago

The number of boys and girls attending the public high schools of the State is yearly increasing, according to records on file in the State Department of Public Instruction.

Within the five-year period from 1948-49 to 1953-54, these records show, there has been an increase of 36,316 in the enrollment in these schools, an increase of 21.3 per cent for the State as a whole. In other words, the total public high school enrollment increased from 170,151 in 1948-49 to 206,467 in 1953-54.

Racially, this increase of 36,316 is divided into 23,135 more white and 13,181 more Negro high school students in 1953-54 than in 1948-49; or on a percentage basis, 17.8 per cent more white students and 32.6 per cent more Negro students in 1953-54 than in 1948-49.

Ten-Year Increase

Over a ten-year period, from 1943-44 to 1953-54, public high school enrollment increased from 133,650 to 206,467, a total of 72,817 or 54.5 per cent. During this period enrollment in white schools increased 47,822 or 45.5 per cent, whereas in Negro schools the increase was 24,995 or 87.2 per cent.

Grade by Grade

On a grade by grade basis, 9, 10, 11, and 12, the greatest increase in number of white students was made in the 10th grade where there were 7,396 more boys and girls in 1953-54 than in 1948-49. This greater increase in this grade appears to be due to the fact that for some reason the tenth grade enrollment of 1948-49, the base year, was slightly smaller than the year before, or what would be normally expected according to

ninth grade enrollment of the next preceding year. Except for this grade, enrollment in these high school grades progressively increased in percentage for both white and Negroes during this five-year period. In other words, the percentage of increase in the tenth grade was greater than for the ninth grade, the percentage of increase in the eleventh grade (except for the whites) was greater than for the tenth grade, and the percentage of increase in the twelfth grade was greater than for the eleventh grade.

Graduates

The number of high school graduates increased from 28,277 to 35,513 during the period 1948-49 to 1953-54. This means that 7,236 more boys and girls graduated from the high schools in 1953-54 than in 1948-49. Or stating this fact another way, there were 27,133 graduates from public high schools for white students in 1953-54, 4,635 more than in 1948-49. And there were 8,380 graduates from Negro public high schools in 1953-54, or 2,601 more than was the case in 1948-49.

Approximately 94 of each 100 seniors in the white schools graduate each year, whereas 91 of each 100 Negro seniors graduate.

County and City Units

Tables II and III present high school enrollment figures in the county and city units for the two

years 1948-49 and 1953-54 by races. These tables also show the increase or decrease in number and percentage of high school enrollment during this period.

Among the schools for the white race in county units percentage change, table II shows, ranged from a decrease of 13.9 per cent in Hyde County to an increase of 154.5 per cent in Camden County.

The range in change in Negro schools in county units during this five-year period was from a decrease of 46.0 per cent in Stanly to an increase of 423.4 per cent in Lenoir. High school pupils in a number of units were transferred to other units.

In all county units there was an average increase of 19.2 per cent in white and 40.3 per cent in Negro public high school enrollment from 1948-49 to 1953-54.

Among city units white enrollment increased 15.0 per cent, whereas Negro enrollment increased 22.1 per cent during this period. Range in change among these 74 units was from a decrease of 18.1 per cent in Rockingham to an increase of 168.4 per cent in North Wilkesboro in the case of white students, and from a decrease of 47.2 per cent in Laurinburg to an increase of 103.2 per cent in Canton in the case of Negroes.

II. Increase in High School Enrollment, County Units, 1948-49 to 1953-54

Unit	WHITE*			NEGRO		
	1948-49	1953-54	Per Cent	1948-49	1953-54	Per Cent
Alamance	1,537	1,784	16.1	358	522	45.8
Alexander	568	726	27.8	64	90	40.6
Alleghany	314	324	3.2	314	378	21
Anson	461	520	12.8	357	378	5.9
Ashe	965	1,235	28.0	8	15	7
Avery	704	806	14.5	8	6	-2
Beaufort	790	933	18.1	321	422	101
Bertie	491	559	13.8	577	827	43.3
Bladen	821	933	13.6	642	690	7.5

I. Increase in High School Enrollment, 1943-44 to 1953-54

Year	Grade				Graduates	
	9	10	11	12	Special	Total
WHITE						
1943-44	39,179	31,144	26,850	7,555	271	104,999
1944-45	36,934	31,772	24,524	7,391	117	100,938
1945-46	39,424	30,734	26,847	6,488	254	103,747
1946-47	40,821	32,885	25,683	23,531	197	123,117
1947-48	41,432	34,546	27,487	22,542	116	126,123
1948-49	42,919	34,224	28,443	23,932	167	129,686
1949-50	45,520	36,742	29,394	25,680	165	137,590
1950-51	46,388	38,307	31,052	26,196	102	142,247
1951-52	46,938	39,018	31,924	26,489	25	144,404
1952-53	47,991	40,050	32,823	27,775	22	148,871
1953-54	48,718	41,620	33,680	28,778	19	152,821
5-Year Increase	5,799	7,396	5,243	4,845	—	23,135
Per Cent	12.5	23.6	18.4	64.2	—	20.6
10-Year Increase	9,539	10,476	6,836	2,942	—	47,822
Per Cent	24.3	33.6	25.5	39.0	—	45.5
NEGRO						
1943-44	11,323	8,608	6,601	2,092	27	28,651
1944-45	11,336	8,480	6,467	1,850	9	28,142
1945-46	12,336	8,938	6,659	2,070	21	30,024
1946-47	13,593	9,700	7,203	5,381	2	35,879
1947-48	13,575	10,602	7,917	5,814	2	38,309
1948-49	14,941	10,867	8,260	6,396	1	40,465
1949-50	16,813	12,221	8,997	6,824	75	44,440
1950-51	17,026	13,238	10,018	7,373	20	47,675
1951-52	17,254	13,668	10,568	7,960	24	49,474
1952-53	17,254	13,668	10,568	7,960	24	49,474
1953-54	17,254	13,668	10,568	7,960	24	49,474
5-Year Increase	5,931	5,060	3,967	5,868	—	20,826
Per Cent	52.2	58.7	59.9	280.2	—	72.8
10-Year Increase	9,539	10,476	6,836	2,942	—	47,822
Per Cent	84.1	120.5	103.9	141.8	—	166.9

** Twelfth grade program not fully affected. * Excludes from part eleven and twelfth grade.

III. Increase in High School Enrollment, City Units, 1948-49 to 1953-54

Unit	WHITE				NEGRO			
	1948-49	1953-54	Number	Per Cent	1948-49	1953-54	Number	Per Cent
Albemarle	596	583	-13	-2.2	114	114	100.0	
Andrews	210	243	33	15.7				
Asheboro	581	628	47	8.1	105	101	-4	-3.8
Ashville	1,462	1,474	12	.8	552	608	56	10.1
Burlington	1,934	1,159	775	40.1	286	286	0	0
Canton	462	599	137	29.7	121	190	69	56.5
Chapel Hill	298	387	89	29.9	32	63	32	103.2
Charlotte	3,310	3,917	607	18.3	1,173	203	170	14.5
Cherryville	249	316	67	26.9	332	283	-49	-14.7
Clinton	722	328	-394	-54.6	131	103	-28	-21.4
Concord	1,336	1,433	97	7.2	381	522	141	37.0
Durham	1,400	1,438	38	2.7	933	1,265	332	35.4
Edenton	313	218	-95	-30.3	226	254	28	12.4
Elizabeth City	513	425	-88	-17.2	373	351	-22	-5.9
Elkin	253	370	117	46.2	139	163	24	17.3
Elm City	172	203	31	18.0	253	234	-19	-7.5
Farmont	221	244	23	10.4	233	253	20	8.6
Fayetteville	792	965	173	21.8	355	510	155	43.7
Franklin	142	151	9	6.3	119	91	-28	-23.5
Freemont	70	85	15	21.4	77	115	38	49.4
Gastonia	1,648	1,766	118	7.2	396	423	27	6.8
Glen Alpine	192	219	27	14.1	536	590	54	10.1
Greensboro	638	752	114	17.9	797	994	197	24.7
Greensboro	2,008	2,393	385	19.2	797	994	197	24.7
Greenville	407	522	115	28.3	209	268	59	28.2
Hamlet	323	347	24	7.4	180	216	36	20.0
Henderson	387	432	45	11.6	369	608	239	64.8
Hendersonville	342	387	45	13.2	142	142	0	0
Hickory	898	1,004	106	11.8	119	119	0	0
High Point	1,569	1,590	21	1.3	296	384	88	29.7
Kannapolis	1,145	1,164	19	1.7	174	185	11	6.3
Kings Mountain	359	377	18	5.0	54	66	12	22.2
Kinston	405	557	152	37.5	445	409	-36	-8.1
Laurens	307	390	83	27.0	379	400	21	5.5
Leaksville	755	824	69	9.1	112	124	12	10.7
Lenoir	441	461	20	4.5	113	156	43	38.1
Lexington	508	697	189	37.2	126	198	72	57.1
Lincanton	691	694	3	.4	160	218	58	36.3
Lumberton	253	241	-12	-4.7	136	123	-13	-9.6
Madison	177	241	64	36.1	116	185	69	59.5
Marion	456	541	85	18.6	52	85	33	63.5
Maxton	209	212	3	1.4	171	100.0	171	100.0
Monroe	478	560	82	17.2	161	161	0	0
Mooresville	497	510	13	2.6	89	200	111	124.7
Morganton	67	69	2	3.0	20	29	9	45.0
Murphy	475	550	75	15.8	58	40.8	-18	-35.7
Mount Airy	380	566	186	48.9	28	22.4	-6	-21.4
New Bern	547	830	283	51.7	147	147	0	0
Newton	412	474	62	15.0	428	515	87	20.3
N. Wilkesboro	294	789	495	168.4	91	138	47	51.5
Oxford	354	384	30	8.5	362	362	0	0
Pinehurst	87	92	5	5.7	84	88	4	4.8
Raleigh	1,544	1,895	351	22.7	634	723	89	14.0
Red Springs	131	200	69	52.7	126	162	36	28.6
Reidsville	519	596	77	14.8	327	473	146	44.6
Roanoke Rapids	501	567	66	13.2	134	166	32	23.9
Rockingham	669	548	-121	-18.1	142	184	42	29.6
Rocky Mount	755	873	118	15.6	620	614	-6	-1.0
Saint Pauls	661	182	-479	-72.6	179	179	0	0
Salisbury	331	766	435	131.1	33	300	267	809.1
Sauford	614	650	36	5.9	85	114	29	34.1
Shelby	144	141	-3	2.1	129	125	-4	-3.1
Southern Pines	570	587	17	3.0	176	187	11	6.3
Statesville	263	303	40	15.2	169	233	64	37.9
Tarboro	489	547	58	11.9	124	183	59	47.6
Thomasville	182	185	3	1.6	171	171	0	0
Tryon	182	185	3	1.6	171	171	0	0
Wadesboro	417	548	131	31.4	264	360	96	36.4
Washington	145	145	0	0	276	236	-40	-14.5
Weldon	272	452	180	66.2	139	149	10	7.2
Whiteville	672	793	121	18.0	32	215	183	565.6
Wilson	1,989	2,157	168	8.4	1,165	1,351	186	16.0
Winston-Salem	41,784	48,039	6,255	15.0	17,118	20,895	3,777	22.1
TOTAL								

* Indians Included.

Chatham	802	907	105	13.1	345	464	119	34.5
Cherokee	106	114	8	7.5				
Chowan	115	137	22	19.1				
Clay	243	319	76	31.3				
Cleveland	1,430	1,614	184	12.9	429	613	184	42.9
Columbus	1,231	1,632	401	32.6	543	811	268	49.4
Craven	458	489	31	6.8	206	312	106	51.5
Cumberland	1,076	1,493	417	38.8	438	624	186	42.5
Currituck	201	198	-3	-1.5	90	120	30	33.3
Dare	282	280	-2	-.7	15	20	5	33.3
Davidson	1,654	1,817	163	9.9	93	108	15	16.1
Davidson	1,654	1,817	163	9.9	93	108	15	16.1
Davie	1,332	1,612	280	21.0	702	938	236	33.6
Durham	1,332	1,612	280	21.0	702	938	236	33.6
Edgecombe	429	539	110	25.6	583	777	194	33.3
Forrest	2,332	3,018	686	29.4	423	489	66	15.6
Franklin	2,332	3,018	686	29.4	423	489	66	15.6
Gaston	2,332	3,018	686	29.4	423	489	66	15.6
Gates	2,332	3,018	686	29.4	423	489	66	15.6
Graham	2,332	3,018	686	29.4	423	489	66	15.6
Granville	2,332	3,018	686	29.4	423	489	66	15.6
Greene	2,332	3,018	686	29.4	423	489	66	15.6
Guilford	2,332	3,018	686	29.4	423	489	66	15.6
Hoke	2,332	3,018	686	29.4	423	489	66	15.6
Hyde	2,332	3,018	686	29.4	423	489	66	15.6
Iredell	2,332	3,018	686	29.4	423	489	66	15.6
Jackson	2,332	3,018	686	29.4	423	489	66	15.6
Johnston	2,332	3,018	686	29.4	423	489	66	15.6
Jones	2,332	3,018	686	29.4	423	489	66	15.6
Lee	2,332	3,018	686	29.4	423	489	66	15.6
Lenoir	2,332	3,018	686	29.4	423	489	66	15.6
Lincoln	2,332	3,018	686	29.4	423	489	66	15.6
Macon	2,332	3,018	686	29.4	423	489	66	15.6
Madison	2,332	3,018	686	29.4	423	489	66	15.6
Marion	2,332	3,018	686	29.4	423	489	66	15.6
McDowell	2,332	3,018	686	29.4	423	489	66	15.6
Mecklenburg	2,332	3,018	686	29.4	423	489	66	15.6
Michell	2,332	3,018	686	29.4	423	489	66	15.6
Montgomery	2,332	3,018	686	29.4	423	489	66	15.6
Moore	2,332	3,018	686	29.4	423	489	66	15.6
Nash	2,332	3,018	686	29.4	423	489	66	15.6
New Hanover	2,332	3,018	686	29.4	423	489	66	15.6
Northampton	2,332	3,018	686	29.4	423	489	66	15.6
Onslow	2,332	3,018	686	29.4	423	489	66	15.6
Orange	2,332	3,018	686	29.4	423	489	66	15.6
Perquimans	2,332	3,018	686	29.4	423	489	66	15.6
Pender	2,332	3,018	686	29.4	423	489	66	15.6
Person	2,332	3,018	686	29.4	423	489	66	15.6
Pitt	2,332	3,018	686	29.4	423	489	66	15.6
Polk	2,332	3,018	686	29.4	423	489	66	15.6
Randolph	2,332	3,018	686	29.4	423	489	66	15.6
Richmond	2,332	3,018	686	29.4	423	489	66	15.6
Robeson	2,332	3,018	686	29.4	423	489	66	15.6
Rockingham	2,332	3,018	686	29.4	423	489	66	15.6
Rowan	2,332	3,018	686	29.4	423	489	66	15.6
Rutherford	2,332	3,018	686	29.4	423	489	66	15.6
Sampson	2,332	3,018	686	29.4	423	489	66	15.6
Scotland	2,332	3,018	686	29.4	423	489	66	15.6
Stanly	2,332	3,018	686	29.4	423	489	66	15.6
Stokes	2,332	3,018	686	29.4	423	489	66	15.6
Surry	2,332	3,018	686	29.4	423	489	66	15.6
Swain	2,332	3,018	686	29.4	423	489	66	15.6
Transylvania	2,332	3,018	686	29.4	423	489	66	15.6
Tyrrell	2,332	3,018	686	29.4	423	489	66	15.6
Union	2,332	3,018	686	29.4	423	489	66	15.6
Vance	2,332	3,018	686	29.4	423	489	66	15.6
Wake	2,332	3,018	686	29.4	423	489	66	15.6
Warren	2,332	3,018	686	29.4	423	489	66	15.6
Washington	2,332	3,018	686	29.4	423	489	66	15.6
Wayne	2,332	3,018	686	29.4	423	489	66	15.6
Wilkes	2,332	3,018	686	29.4	423	489	66	15.6
Wilson	2,332	3,018	686	29.4	423	489	66	15.6
Yadkin	2,332	3,018	686	29.4	423	489	66	15.6
Yancey	2,332	3,018	686	29.4	423	489	66	15.6
TOTAL	87,992	104,782	16,880	19.2	23,347	32,751	9,404	40.3

State Conference for Principals Scheduled for Early November

A State-wide professional conference has been arranged for the Division of Principals of the North Carolina Education Association in Durham next November 1-3. Principals are reminded of this important meeting in advance in order that other personal and professional engagements may not conflict with this conference.

Six Questions for Teachers Encourage Self-Evaluation

Six pertinent questions for teachers are discussed in a recent issue of *The American Teacher* by I. C. Keller, Department of Public Instruction, State Teachers College, California, Pa.

The first of these basic questions, according to Keller, is "How much do I know?" After a careful elaboration of this question, the following questions are also discussed: 2. "Am I adding to the body of my knowledge? Or, Am I growing?" 3. "Am I a successful teacher?" 4. "Am I a constructive disciplinarian?" 5. "Am I deeply interested in the community in which I am teaching?" 6. "Do I emphasize the development of character?"

"If our schools are to be improved, inefficient teachers must be eliminated and capable teachers employed. This means that a teacher must be sure he is worth more money before he criticizes the salary he is now receiving. He must frankly analyze himself before he is too critical of the amount his services bring. Surely, it is practically impossible to pay a master teacher too much. . . . The fact still remains that it is not possible to pay a great teacher in dollars and cents what he is really worth. . . . The major portion of his salary will never be found in his pay-envelope or check. The largest part of the pay lies in the teacher's consciousness that he has helped to send out into the busy world boys and girls who are better prepared to be the kind of citizens a great democracy must have. But he cannot live on such noble realizations; he deserves and must receive a salary sufficient to enable him and his family to live in a manner commensurate with the position he holds in the community," concludes Keller.

Superintendents Reply to Segregation Questionnaire

Answers by local superintendents to questions on the application of the Supreme Court's recent decision on segregation in the public schools are included in an Appendix to the North Carolina Brief filed by the Attorney General with the Court as *amicus curiae*.

These questions and a summary of the answers made by the superintendents follow:

"8. In the event the Supreme Court of the United States shall decree in the pending school segregation cases that, within the limits set by normal geographic school districting, Negro children should *forthwith* be admitted to schools of their choice in your county or city administrative unit, and if Negro children in substantial numbers elect to attend the public schools heretofore exclusively operated for white children, do you have reason to believe that white school children and their parents would peacefully accept this decision and attend such mixed schools? Yes—7; No—158; Don't Know—1.

"9. If your answer to Question No. 8 is "No," do you have reason to believe that the attempt to integrate the public schools in your administrative unit will seriously interfere with and impair your ability to conduct these schools for the year 1955-56? Yes—147; No—13; Don't Know—1.

"10. Would immediate mixing of the races in the public schools in your administrative unit cause serious complications in the operation of school busses serving your schools? Yes—126; No—25; Don't Know—1.

"11. In the event of immediate integration of your schools, would you find it practicable to use Negro teachers in mixed classes? Yes—3; No—162; Don't Know—1.

"12. In the event of immediate integration of your public schools, would you have any serious difficulties in securing teachers to teach in mixed schools? Yes—137; No—23; Don't Know—4.

"13. In the event of immediate integration, would you have any reason to believe that the mixing of the races in the public schools of your unit would create serious problems of discipline in these schools? Yes—150; No—13; Don't Know—2.

"14. Would such an integrated program seriously affect the extra-curricular activities in the schools in your administrative unit? Yes—148; No—16; Don't Know—1.

"15. Would, in your opinion, such immediate integration of the races cause parents in large numbers to withdraw their children from such schools? Yes—142; No—20; Don't Know—2.

"16. Is there such difference in the average attainments between white and Negro children as to seriously impair instruction in mixed schools? Yes—140; No—22; Don't Know—3.

"17. Would, in your opinion, white children or their parents elect to attend any school heretofore conducted for Negro children? Yes—; No—165; Don't Know—.

"18. In the event that the Supreme Court should decree that there should be a *gradual* adjustment brought about from the existing segregated system of public schools to a system not based on color distinction, and provided that sufficient length of time were allowed for such gradual adjustment, would the schools of your unit be better able to cope with the problems presented by such a decision? Yes—151; No—9; Don't Know—5.

Valuable Suggestions Listed For Parent-Teacher Conferences

From a recent publication entitled *Your Public Relations*, a guide for vocational educators, come the following techniques for improving parent-teacher conferences:

1. Make careful preparation.
2. Insure privacy.
3. Set a time limit.
4. Overlook parents' critical remarks.
5. Encourage the parents to talk.
6. Listen attentively.
7. Begin on a positive note.
8. Develop attitude of mutual cooperation.
9. Delay making definite suggestions.
10. Let suggestions come from the parent.
11. Build on parent's suggestions.
12. Summarize points covered.
13. Make plans together.
14. End on a note of continuing cooperation.
15. Make notes after parent leaves.

Four Schools Admitted To Southern Association

Four North Carolina high schools were admitted to membership in the Southern Association of Colleges and Secondary Schools at its recent annual meeting. These schools with the names of the principals are as follows:

E. M. Holt High School, Burlington, Route 1, L. M. Adcock, Principal.

Mebane High School, Mebane, E. M. Yoder, Principal.

Mt. Pleasant High School, Mt. Pleasant, Luther A. Adams, Principal.

Cary High School, Cary, Paul W. Cooper, Principal.

North Carolina now has 101 high schools as members of the Southern Association, 89 public and 12 private.

North Carolina Negro schools approved by the Southern Association now total 38. Caswell Training School, Yanceyville, was recently approved by the Association.

Commission Reports on Revised School Law

A proposed new public school law, Chapter 115 of the General Statutes, is embodied in the Report of the Commission on the Revision of the Public School Laws, made public last month by Governor Hodges.

The Report is in the form of a bill rewriting, rearranging, renumbering, and amending and repealing certain sections of, the present law. The Commission was authorized by the General Assembly of 1953. Members are: Fred Folger, Chairman; L. S. Weaver, Secretary; Charles W. McCrary; C. Reid Ross; Fred C. Hobson; and H. P. Truett. In the preparation of this proposed school legislation, the Commission had the advice of Assistant Attorney General C. L. Love and the services of H. B. Marrow, formerly superintendent of Johnston County Schools.

Copies of the Report have been sent to county and city superintendents by State Superintendent Charles F. Carroll. In his letter, Superintendent Carroll urges the local superintendents to read the Report carefully and to make suggestions for any amendments. He also suggested that "you discuss the proposed new law as incorporated in the Commission's Report with your representatives and senators, advising them of its importance and urging their support for its adoption."

Calendar of Professional Meetings, Conferences, Workshops, Institutes

(Readers and officers of educational organizations holding meetings, etc., are requested to advise the editor so that they may be included in this feature of this publication.)

February 28-March 22—Tenth Annual Convention, Association for Higher Education, NEA, Chicago, Illinois

March 4-5 —NCCSS and Duke University Conference on "Teaching Citizenship in Social Studies" at Duke University

March 6-10 —Association for Supervision and Curriculum Development, 10th Annual Convention, Chicago, Illinois

March 11-12 —Conference on "Atomic Energy and Science" for high school teachers and students, Duke University, University of North Carolina, and State College

March 16-19 —NEA Department of Elementary School Principals, Annual Meeting, Chicago, Illinois

March 25-29 —Southern Division, Music Educators National Conference, NEA, New Orleans, Louisiana

April 2 —Annual meeting of the North Carolina Association for Childhood Education, Duke University

April 3-7 —American Personnel and Guidance Association, Chicago, Illinois

April 2-6 —American Association of School Administrators, Eastern Regional Convention, Cleveland, Ohio

April 11-15 —American Childhood Education International, Kansas City, Kansas

April 11-16 —The National Art Education Association, Cleveland, Ohio

April 17-21 —American Association for Health, Physical Education and Recreation, Boston, Mass.

April 18-22 —Department of Audio-Visual Instruction of the NEA, Los Angeles, Calif.

April 22 —State Science Fair, Duke University

June 28-July 1 —American Home Economics Association, Minneapolis, Minn.

July 3-8 —NEA Convention, Chicago, Illinois

Careers for English Majors Emphasized in Bulletin

Principals, English teachers, and counsellors may be interested in a special bulletin issued by Indiana University, entitled, "Career Opportunities for Majors in English."

The 20-page, well-illustrated booklet, attempts to show that a college major in English is not only good for its own sake, but also good because it "provides sound preparation and broad security for employment in an ever-expanding variety of vocations and professions."

Emphasis is placed on possible careers in the following areas for English majors: advertising, sales promotion, editing, typing, stenography, general office work, junior executive positions, civil service opportunities, law, library work, high school teaching, college teaching, professional writing, the book publishing business, and ministry. Sample college programs are suggested for various areas.

Copies of this bulletin may be ordered from Indiana University, Bloomington, Indiana.

Opportunities For Girl Scout Work During Summer 1955

Opportunities for North Carolina teachers to work with the Girl Scouts during the coming summer in camps throughout the country have been emphasized through recent literature on the national level.

No matter what her subject, a teacher can choose from a wide variety of positions: *Camp Director, Assistant Director, Unit Leader, Waterfront Director, Program Consultant, Food Supervisor, Health Supervisor, and Business Manager.*

Teachers interested in spending a summer near home that is professionally and financially profitable, should call the office of their local Girl Scout council. Those wishing to be referred elsewhere for positions should write directly to Fanchon Hamilton, Personnel Department, GIRL SCOUTS OF THE USA, 155 East 44th Street, New York 17, New York.

Solons Introduce Public School Bills

A number of bills proposing new public school legislation have been introduced in the General Assembly now in session.

A digest of these bills as made by the Institute of Government's Legislative Service follows (SB indicates Senate Bill; HB indicates House Bill):

SB 9—Introduced by Jones of Pitt and others (Directs county and city boards of education to administer enrollment of children in public schools in their respective units and to adopt rules and regulations concerning enrollment so as to provide for "orderly and efficient administration" of schools, "effective instruction" of pupils, and "health, safety, and general welfare" of pupils. Parents and guardians are to apply to "appropriate public school official" for enrollment of their children, and parents and guardians are to be accorded hearing by board of education if application is denied. If at hearing board finds child is entitled to be enrolled or that enrollment is for "best interests" of child, "will not interfere with the proper administration of such school" or "proper instruction" of enrolled pupils, and "will not endanger the health or safety" of enrolled pupils, board shall direct that child be enrolled in such school. Any person aggrieved by final order of board at hearing may within 10 days appeal to superior court for jury trial. If decision in superior court sets aside decision of board of education, court shall order that child be admitted to the school where application was made by parent or guardian or to such other school as court may find child entitled to attend. Appeal from superior court may be taken to State Supreme Court by any interested party.) To Education.

HB 12—(Identical with SB 9)

SB 20—Introduced by Crew. "Amending G. S. 115-85 so as to allow city and county boards of education to condemn lands for use for school bus garages and school bus parking areas." (Amends cited section authorizing condemnation of up to 30 acres for school site to permit condemnation for school bus garage, "other school facility," or parking area for school buses. Provides that school superintendent's application to CSC for appointment of appraisers in condemnation proceeding is to be made in name of board of education.) To Education.

SB 29—Introduced by Moore of Clay. "Amending G. S. 115-353 to make the term of office of county and city superintendents four years instead of two." (As title indicates; refers to school superintendents.) To Education.

SB 30—Introduced by Moore of Clay. "Providing for the payment of principals and teachers in twelve monthly installments." (Effective July 1, 1955, amends G. S. 115-351 to provide as title indicates, superseding present provision authorizing individual administrative unit to request payment of its teachers in twelve monthly installments. Does not apply to teachers and principals employed for less than nine months.) To Education.

SB 31—Introduced by Moore of Clay. "To provide for the enforcement of compulsory school attendance laws in North Carolina." [Effective July 1, 1955, appropriates \$474,360 per year for next biennium from General Fund to State Board of Education pay salaries (\$403,560 per year) and travel expenses (\$70,800 per year) of school attendance officers to be employed by administrative units under same measure of control as to number, qualifications and salary as State Board now exercises as to employment of teachers.] To Education.

SB 32—Introduced by Moore of Clay. "To provide for sick leave for teachers and principals." [Effective July 1, 1955, appropriates from General Fund to State Board of Education a sum equal to 1/2 of 1% of funds appropriated for school instructional service, to be used, under regulations of State Board, to provide five days sick leave per year (on a cumulative basis) for any teacher or principal.] To Education.

Superintendents and Principals Plan Joint Luncheon

Superintendents and principals are reminded that a joint luncheon has been arranged for the annual NCEA meeting in Asheville. This luncheon will take place at the Lee H. Edwards High School March 25. Tickets are \$1.50 each and must be purchased in advance. Mail orders will be filled by Miss Mildred Mooneyham, Box 485, Chapel Hill, until the deadline, March 15.

"Teaching of Citizenship" Theme of Conference

A weekend conference on teaching of citizenship will be held at Duke University, Friday-Saturday, March 4-5.

This conference, sponsored cooperatively by the Department of Education and Political Science at Duke and the North Carolina Council for the Social Studies (Social Studies Department, NCEA), will be the second annual Duke Conference for elementary and secondary school teachers of social studies. Interested supervisors and administrators are also cordially welcomed.

This year's conference program will emphasize the theme "Essentials for Teaching Citizenship." Program sessions will include talks, panel discussions, a film showing, a materials display, and a banquet. The sessions will deal with contents, methods, and resources for teaching citizenship in social studies.

A panel of college and high school students will discuss "What Helped To Prepare Us for Citizenship." Separate sessions for elementary and high school teachers on "Effective Methods for Teaching Citizenship" have also been arranged with teachers, supervisors, and administrators participating in each meeting. Complete copies of the program may be obtained from the Department of Education at Duke.

Pakistan Educator Visits Department

Miss Iqbal M. Dar, teacher in the Lady MacLagan Training College, Lahore, Pakistan, was a visitor to North Carolina last month.

Miss Dar spent four days in the State, visiting the State Department of Public Instruction and several of the public schools. Miss Dar's field of interest was guidance. She spent a good portion of her time in the State in conference with North Carolina's Guidance Supervisor, Ella Stephens Barrett, who accompanied her on observation trips to schools in Durham County and Greensboro. Miss Dar was in this country for a six months' period as a participant in the Teacher Education Program of the Department of State and the U. S. Office of Education specializing in the field of Secondary Education. She visited schools in Ohio and Florida before coming to North Carolina.

State Spent \$175.62 Per Pupil in 1951-52

With an average current expenditure of \$175.62 per pupil in average daily attendance during 1951-52, North Carolina ranked 40th in this respect among the 48 states, according to statistics released recently by the U. S. Office of Education.

Average for the nation as a whole, the Office of Education release showed, was \$244.24. Highest expenditure was in New York, where an average of \$351.78 was spent that year for each child in average daily attendance. Lowest was in Mississippi where the comparable figure was \$95.73.

The eight states with lower expenditures than that for North Carolina were, including Mississippi, Arkansas with an average of \$123.44; Tennessee, \$148.07; Alabama, \$150.06; Kentucky, \$150.65; South Carolina, \$153.95; Georgia, \$165.81; and Virginia, \$168.64.

Superintendents Adopt Resolution on Athletics

A resolution recognizing the progress made in the program of interscholastic athletics in the public schools within recent years was adopted by the Division of Superintendents of the North Carolina Education Association at its annual winter conference held December 9-10 in High Point.

The resolution, offered by Superintendent J. J. Tarlton of Rutherford County, reads as follows:

"1. That the Division of Superintendents take this opportunity to recognize that considerable progress has been made toward developing a sound and effective program of interscholastic athletics among the public schools of North Carolina; that this program, through the standards adopted by the State Board of Education, has to a great extent brought our school athletic program in line with what we consider basically sound principles of educational administration.

"2. We recognize that there is still much to be done before we can expect to have an ideal situation, and that continued effort on the part of ourselves, of lay people, and of other school personnel will be necessary if the program is to develop to the point of making the maximum contribution to the growth and development of the public school pupils of North Carolina."

Sixty-Nine Per Cent of Public Schools Participate in Special Milk Program

Sixteen hundred and thirteen, or 69.3 per cent, of the State's 2,325 public schools are participating in the Special School Milk Program, according to Mrs. Anne W. Maley, State Supervisor of the School Lunch Program administered by the State Department of Public Instruction.

The Special School Milk Program was made possible through the Agricultural Act of 1954 which states that "Beginning September 1, 1954, and ending June 30, 1956, not to exceed \$50,000,000 annually of funds of the Commodity Credit Corporation shall be used to increase the consumption of fluid milk by children in non-profit schools of high-school and under." This Program is administered as a part of the School Lunch Program.

Concerning this program, Mrs. Maley gives the following additional facts:

- 85 per cent of the county and city administrative units participated in the Special School Milk Program.
- 98 per cent of the administrative units participate in the National School Lunch Program.
- 1,637, or 70.3 per cent, of the schools participate in the National School Lunch Program.
- 1,897, or 81.5 per cent, of the schools participate in one or both of the programs.
- 1,362, or 58.5 per cent, of the schools, take part in both programs.
- 428, or 18.4 per cent, of the schools do not participate in either program.

More than 7,000,000 half pints of milk were served during the month of November through the Special School Milk Program, whereas the normal consumption for this month would have been approximately 4,500,000 half pints. Almost \$100,000 was reimbursed by the Federal Government for excess milk consumption during November.

To increase milk consumption by children, nonprofit schools of high school grade are reimbursed in connection with the cost of additional milk served to children.

School officials are given wide authority to encourage consumption along lines best suited to individual needs. The additional milk may be served at any time during the school day. A child may drink as many additional half pints as he desires.

Reimbursement payments to schools are made monthly. The rate of reimbursement for each additional half pint of milk served to children depends upon such factors as the level of normal milk consumption in the school and the cost of milk to the school.

Any school in North Carolina interested in this program should write to Mrs. Anne W. Maley, Department of Public Instruction, Raleigh.

Carl T. Hicks Named Chairman Senate Education Committee

Of special interest to school personnel throughout the State is the membership of the Senate Education Committee of the General Assembly now in session, announced Friday, January 14, by President Luther E. Barnhardt, along with 27 other committees.

Chairman of the Education Committee is Senator Carl T. Hicks of Greene County. Other members are Moore of Robeson, Vice Chairman; Ross, Vice Chairman; Cooke of Gaston; Eagles; Godwin; Graves; Henkel; Jones of Pitt; Kerr; Kirkman; Medford; Paschal; Reynolds; Rose; Summersill; Woodson.

Conference on Appalachian South Planned for Mid-February

The Council of Southern Mountain Workers, an agency dedicated to the Appalachian South, will hold its annual conference at Gatlinburg, February 16-19.

More than 300 delegates, representing public schools, private schools, extension services, colleges, health programs, hospitals, community centers, civic clubs, PTA's, farm bureaus, libraries, and other agencies, are expected to attend this forty-third annual conference.

The Council is dedicated to the philosophy that no one particular form of endeavor can solve all the problems working alone, but that every agency and every dedicated professional individual can do a better job if acquainted and working side by side with all other interests and enlightened people.

A STUDENT

A STUDENT is the most important person in our business.
A STUDENT is not dependent upon us—we are dependent upon him.
A STUDENT is not an interruption of our work—he is the purpose of it.
A STUDENT does us a favor when he calls—we are not doing him a favor by serving him.
A STUDENT is part of our business—not an outsider.
A STUDENT is not a cold statistic—he is a flesh and blood human being with feelings and emotions like our own.
A STUDENT is not someone to argue or match wits with.
A STUDENT is one who brings us his wants—it is our job to fill those wants.
A STUDENT is the life blood of this and every other school.

Anonymous

Weakness in Freshman Composition Analyzed by Dr. Lodwick Hartley of State

"How Entering College Freshmen Write," the theme of an article in the December issue of the *North Carolina English Teacher*, graphically illustrates the exact nature of weaknesses in freshman composition.

Dr. Lodwick Hartley, chairman of the North Carolina State College English Department, presents four simple and impromptu themes which were written at the first class meeting of the year. Following these short themes, Dr. Hartley briefly analyzed the strong and weak points of these compositions.

The purpose of this article is to assist in some measure the demand so often made by high school teachers concerning what students need most as preparation for college English. Dr. Hartley emphasizes the point that there is no simple answer to this persistent question; but that one bit of advice, simple but extremely important, is "practice in writing—practice, practice, practice."

Dr. Hartley's practical approach to assisting high school English teachers should be of real value in answering the common question which so frequently disturbed English teachers everywhere. Certainly, a careful examination of four college compositions is only the beginning of a real answer to the question posed by high school English teachers; yet, this type of close cooperation between college and high school English teachers, if engaged in more frequently and more widely, would bring about much satisfaction to English teachers both on the college and high school levels. Indeed, it is difficult to teach effective writing, whether on the high school or college level; it seems that the job can best be done when many efforts such as those extended by Dr. Hartley are employed.

Committee Considers Factors for Distributing 2nd \$25 Million School Building Funds

Factors to be used as a basis for distributing the second \$25,000,000 of the State school building bonds authorized by the General Assembly of 1953 were considered by a committee of the State Board of Education which met in Raleigh January 26.

Under the Act creating the \$50,000,000 in bonds for school building purposes, the second \$25,000,000 is to be allocated and distributed to the counties in accordance with standards prescribed by the State Board of Education and approved by the Governor. The act also specifies that need and effort be recognized in the formulation of standards.

Factors considered by the committee, composed of J. A. Pritchett, Chairman; Sanford Martin; State Superintendent Charles F. Carroll; and A. S. Brower, who was absent, were the following:

- Needs for classrooms and other school plant facilities
- Inability of several counties to provide their own needs
- Efforts of the counties
- Areas in which the largest school population growth has occurred in recent years

The committee also discussed proposed Federal aid for school building construction on a matching basis. The committee will meet again later with members of the Advisory Committee named last year to study a specific formula for distributing this second \$25,000,000.

National Classroom Shortage Constitutes Major Problem

Current shortage of classrooms in the public elementary and secondary schools of the nation constitutes an alarming situation, according to Dr. Samuel M. Brownell, Commissioner of Education.

At present there is a shortage of 370,000 classrooms in our public elementary and secondary school systems, including the kindergartens. Dr. Brownell added that, given the current rate of school construction, the backlog of unmet need would rise to 470,000 classrooms by the school year ending in 1960.

Annual production amounting to 144,000 classroom units for each of the next five years, or a total of 720,000 new units, would be required to eliminate the backlog of unmet needs, accommodate expected increases in enrollment, and provide replacement for normal depreciation. Current construction of schoolroom units is believed to be at the rate of 50,000 annually.

The problem of schoolroom shortage is accentuated when one realizes, for example, that an increase of 1,263,000 pupils is expected in the enrollment of elementary and secondary schools for 1954-55. This in itself will necessitate an increase of approximately 43,000 in instructional staff.

School Fire Safety Plan Attracts Widespread Attention

A fire safety school plan, developed in the public schools of Georgia, has attracted wide attention in view of the novelty of the idea behind the program and its widespread success.

The Junior Fire Marshall Program is organized so that every school in the state will have two Junior Fire Marshalls and each classroom, two Junior Fire Inspectors.

According to the *Georgia Fire Cracker*, publication of the Georgia Fire Safety Commission, the pupils who have served in this important program for the past several years have done much to make all children conscious of the danger from fire. The program is of such nature that parents also benefit by the information given out in the schools.

The Attorney General Rules . . .

Current Expense Budget; Transfer to Capital Outlay Budget After End of Fiscal Year

In reply to inquiry: In your letter of November 2nd you state:

"The books of the _____ County Board of Education have just been audited by _____, CPA, for the fiscal year ending June 30, 1954. His audit discloses a net balance in the Current Expense Fund of \$107,640.20. In the Capital Outlay Fund we have an overdraft of \$54,324.17. The debt service balance is \$5,486.77, giving us a total balance of \$58,802.80 at the close of the fiscal year. I quote the following suggestion from Mr. _____'s audit in his transmittal letter to the Board of Education. 'It is suggested that the Board of Education pass a resolution transferring \$55,000.00 of the Current Expense Fund Balance to the Capital Outlay Fund and that the County Commissioners and the State Board of Education be requested to approve the transfer.' In view of the above suggestion, I would like to know specifically how we should proceed in this matter and would appreciate your citing the pertinent statute."

You then refer to the case of *THE BOARD OF EDUCATION v. COMMISSIONERS OF ONSLOW*, 240 N. C. 118, decided by our Supreme Court last April and state that this litigation is responsible for the large balance in the current expense fund and the deficit in the capital outlay fund.

On several occasions this office has expressed the opinion that current expense funds derived from a local supplement voted by the people under the provisions of G. S. 115-361 or G. S. 115-362 cannot be transferred during the current fiscal year to the capital outlay budget. However, you present a different situation. The fiscal year 1953-54 ended on June 30th last. Under the provisions of G. S. 153-124, the Board of Education and County Commissioners could have taken into consideration in making the budget for the fiscal year 1954-55 the unencumbered balance in the current expense fund and the deficit in the capital outlay fund. Evidently this was not done.

G. S. 115-363(a) provides for the approval by the State Board of Education of the school budget for financial soundness. This office has on several

occasions expressed the view that all supplemental budgets must also be approved by the State Board of Education in the same way that original budgets are approved, but in this case the fiscal year in question has already ended. Therefore, it seems to me that it is not a matter of making a supplemental budget for the fiscal year 1953-54 but rather a bookkeeping question of transferring unencumbered funds from current expense to capital outlay after the end of the fiscal year. The matter could have been taken care of in the budget for the current fiscal year, but since that was not done, it seems to me that the auditor is correct and that all that is necessary is for the Board of Education to pass a resolution transferring the funds from current expense to the capital outlay fund. This resolution should be approved by the County Commissioners and by the State Board of Education. The only reason for asking the approval of the State Board of Education is that Dr. Carroll tells me that your budget for the fiscal year 1953-54 was not approved by the State Board of Education. Evidently, this was because of the litigation referred to above. —Attorney General, November 4, 1954.

Qualifications of Local Committeemen; Domicile

In reply to inquiry, Dr. Charles F. Carroll, State Superintendent of Public Instruction, has forwarded to this office for reply your letter of August 31st. In that letter you refer to a letter from Dr. Carroll to Superintendent _____ of the _____ County Schools in reply to Mr. _____'s letter of August 23rd. In that letter Mr. _____ states that he understood that you are now living in _____ County and stated that patrons of the _____ District have questioned your qualifications for continued service on the local school committee of that district in _____ County. Mr. _____'s letter seemed to assume that you have moved from your legal residence from _____ County. In your letter of August 31st to Dr. Carroll you state that you are living only temporarily in _____ County and that you still consider _____ County your legal residence. You further state that you voted in _____ County in the last primary and served as an election official.

G. S. 115-130 sets out certain qualifications for school committeemen. G. S.

115-131 refers to the position as a public office and stipulates that before entering upon his duties a committeeman must take an oath of office. In the case of *BARNHILL v. THOMPSON*, 122 N. C. 493, our Supreme Court definitely held that membership on a county board of education is a public office. On several occasions this office has expressed the opinion that a school committeeman is a public official.

Article VI, Section 7 of the North Carolina Constitution requires a public official to be a qualified voter within the area of which he is an official. Article VI, Section 2 of the State Constitution provides that a qualified voter shall reside in the State of North Carolina for one year and in the precinct, ward or other election district in which he offers to vote for four months next preceding the election. In a number of decisions our Supreme Court has defined the term "residence" as used in the foregoing section of the constitution as synonymous with domicile, denoting a permanent dwelling place to which the party when absent intends to return. I refer you to the following North Carolina cases:

STATE v. GRIZZARD, 89 N. C. 115

STATE v. CARTER, 195 N. C. 697

OWENS v. CHAPLIN, 228 N. C. 705

Section 25 of Chapter 163 of the General Statutes of North Carolina (state-wide election law) contains the following express provisions:

"(a) That place shall be considered the residence of a person in which his habitation is fixed, and to which, whenever he is absent, he has the intention of returning; (b) A person shall not be considered to have lost his residence who leaves his home and goes to another State or county of this State, for temporary purposes only, with the intention of returning."

If you consider _____ County your permanent and fixed place of habitation and _____ County only a temporary residence, I see no reason why you should not continue to serve as a member of your local school committee. Dr. Carroll wrote to you on August 24th. He did not have before him all the information you submitted in your letter of August 31st. —Attorney General, September 7, 1954.

LOOKING BACK

5 Years Ago

(N. C. Public School Bulletin, February, 1950)

Paul D. Pendergraft of Chapel Hill has been appointed to succeed A. C. Davis as principal auditor in the Division of Auditing and Accounting, it is announced by C. D. Douglas, Controller of the State Board of Education.

Dr. L. E. Spikes and **Jean P. Booth**, Superintendents of Burlington and Kinston, respectively, were chosen recently for four months educational work in Japan.

W. G. Privette, North Carolina representative of the Charles E. Merrill Co., Columbus, Ohio, for the past 13 years, recently became the State's representative of D. Van Nostrand Co., New York publishers of high school and college texts.

10 Years Ago

(N. C. Public School Bulletin, February, 1945)

J. W. Byers, Superintendent of the Red Springs, Robeson County, administrative unit since July 1, 1943, has been appointed head of the Asheville school unit, succeeding R. H. Latham, who has retired.

The Budget Appropriation Bill for the Biennium 1945-1947, which has been introduced into the 1945 General Assembly as S. B. 21 includes a total of \$43,721,035 and \$44,116,246, respectively, for 1945-46 and 1946-47 under the title "Public Schools."

Supt. Clyde A. Erwin has revoked the certificates of a number of teachers and principals within recent weeks on the basis that such school personnel were guilty of "padding" reports.

15 Years Ago

(N. C. Public School Bulletin, February, 1940)

Twenty-eight administrative units are now participating in the State-aid program of adult education.

A consolidation program, reducing the number of schools in the Rowan County administrative unit from 100 to 45, has been completed during the past decade.

Dr. Helen Mackintosh Stresses State Approach Toward Reading

Using the theme of the Southeastern District ACE meeting, "Effective Education for Children Through Reading," Dr. Helen K. Mackintosh, Acting Chief of the Elementary School Section of the U. S. Office of Education, emphasized four specific points:

1. Let's look at children themselves as we plan a better reading program.
2. Let's look at our own point of view toward reading.
3. Let's look at what can be done working with other individuals and agencies.
4. Let's look at our classroom techniques as we attempt to teach reading.

The Southeastern District meeting of the ACE was held in the New Primary School at Fort Bragg Saturday, January 22, with Mattie Belle Rogers, Director of the District, presiding. Military personnel, as well as Superintendent C. H. Aderholdt, welcomed the 250 visitors and assured them that the Fort Bragg schools were desirous of supporting the splendid efforts of the ACE.

Mrs. Mildred Poole, principal of the New Primary School, was official hostess for the day and had arranged for guests to visit the entire new plant which houses approximately 1200 children from grades one through three.

At the luncheon meeting, Willow Way Benbow, State Adviser of the ACE, was guest speaker. The music was led by Doris Kimmel, Music Consultant, State Department of Public Instruction.

Lack of Motivation Causes Failures

Most failures of college students are caused not by limited ability but by lack of motivation to study, according to Dr. John A. Perkins, president of the University of Delaware.

Dr. Perkins, in his annual report to the trustees of the university, says the institution is making an effort to emphasize intellectual achievement in campus life as well as in the classroom, competing with the social climate that honors athletic and social success more than intellectual achievement.

Recently the university has been presenting awards to dormitories whose students have the best collective grades. Beginners' courses are being revamped to make them more attractive and challenging.—*Education News*.

MAKING TODAY'S NEWS

Guilford. A rural school expansion plan calling for the expenditure of \$4,591,000 in the next four years was submitted by the Guilford County Board of Education. To the Board of County Commissioners yesterday.—*High Point Enterprise*, December 17, 1954.

High Point. High Point school officials are reportedly ready to approve "with reservations" Guilford County Commissioners' proposed ten-year plan for financing school capital outlay needs.—*High Point Enterprise*, December 30, 1954.

Vance. Contractors are expected to start work probably this week on the new wing at Nutbush No. 1 Negro School and the gymnasium at Aycock School.—*Durham Herald*, January 1.

Wilson. Wilson county's school administrative unit will call for bids this month on construction of cafeterias at New Hope, Lucama and Lee Woodard schools and additions of six classrooms each at the two colored consolidated plants.

Greenville. A portrait of Supt. J. H. Rose of the Greenville City Schools was formally presented recently to Greenville High School by the senior class of 1953.—*Raleigh News and Observer*, January 9.

Hickory. The Board of Trustees of the Hickory City Schools will canvass bids for the new Hickory High School addition Wednesday afternoon, February 9, city school principals were told today by Superintendent W. S. Hamilton.—*Hickory Record*, January 13.

Salisbury. "Only recently have we become aware of the child in his social group," Dr. Lyda Gordon Shivers, head of the sociology department of Woman's College of the University of North Carolina told Salisbury parents and teachers last night.—*Salisbury Evening Post*, January 18.

Caldwell. Charles W. McCrary of Asheboro, president of United Forces for Education in North Carolina, was the featured speaker as an initial county-wide meeting of Caldwell school committeemen was held in the cafeteria of the local (Hudson) high school Saturday evening.—*Hickory Daily Record*, January 17.

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NORTH CAROLINA

BULLETIN

March, 1955

RALEIGH, NORTH CAROLINA

Vol. XIX, No. 7

National Budgets of Public Education Increased an Average of 16% During 1953

Despite the economic crisis, the amount of money spent on education during 1953 increased throughout the world, according to a recent release by UNESCO. In some exceptional cases, national budgets of public education were 42%, 66%, and even 70% higher than in the previous year; and the general average of increase was 16%, the release states.

This is one of many facts about the educational situation during the past year presented by the "International Yearbook of Education 1953" which has just been published jointly by UNESCO and the International Bureau of Education. No less than sixty countries, as compared with fifty-four previously, have cooperated in fulfilling the Yearbook's aim of portraying current educational progress. The reports from the different countries are preceded by an introductory survey of the principal events in the field of educational progress throughout the world during the period covered.

In all countries a large part of educational expenditure was absorbed by the universalization of primary education. One can see in the results obtained in this respect during 1953 the effect of the recommendations made by the XIVth International Conference on Public Education and UNESCO in favor of compulsory education and its prolongation. The Yearbook notes many measures taken in connection with the introduction, the generalization or, in later stages the prolongation, of compulsory education.

The International Yearbook of Education, 1953, (\$2.00) is on sale in the United States by the International Documents Service, Columbia University Press, 2960, Broadway, New York 27, New York.

24 Per Cent Men in College Were Veterans

Of this year's enrollment of 45,358 in the junior and senior colleges of the State, a total of 6,475 have served in the armed forces of the nation, according to a recent study by Dr. James E. Hillman of the State Department of Public Instruction.

Assuming that all these G. I.'s are men, they represent 23.9 per cent of the total 27,141 men enrolled. On a racial basis the study shows the following:

	Veterans	Men	% Veterans
White	5,364	23,636	22.7
Negro	1,095	3,446	31.8
Indian	16	59	27.1
Total	6,475	27,141	23.9

Speaker Names Committee On Education for House

Speaker Larry Moore named the House Committee on Education late in January, too late to appear in the February number of this publication. This Committee is composed of the following: Maddrey, Chairman; Bennett of Swain, Hargett, and Philpott, Vice-Chairmen; Anderson; Barnes; Bennett of Yancey; Blue; Burleson; Carr; Collier; Etheridge; Fountain; Gavin; Gentry; Goodman; Harriss of Rowan; Haworth; Hayes; Henderson; Holmes; Houk; Jenkins; Jones; Kemp; Kiser; Lackey; Murphy; Powe; Quinn; Randall; Rodenbough; Rogers of Clay; Rogers of Haywood; Satterfield; Shreve; Story; Sullivan; Taylor of Warren; Thomas; Thompson; Umstead; Uzzell; Valentine; Wall; Watkins; White of Lenoir; Wilson of Caswell; Womble of Forsyth; Woodard; Yarbrough of Cumberland; Yarbrough of Franklin.

Plans for Mental Health Week Well Under Way by State Groups

Many organizations in the State are cooperating in the plans for Mental Health Week which is to be observed nationally the week of May 1-7. It is directed and coordinated by the National Association of Mental Health in co-sponsorship with the National Institute of Mental Health of the federal government. In this State the Week is sponsored by the North Carolina Mental Hygiene Society.

The purpose of the week is to make every citizen aware of his stake in mental health. Ways in which the citizen can work through mental health associates to create better mental health conditions will be presented in programs of the various sponsoring organizations. Emphasis will be laid upon the needed facilities to adequately deal with the problem of mental illness in the State.

Dr. W. Carson Ryan, Chapel Hill, is president of the North Carolina Mental Hygiene Society and Ethel Speas is executive secretary. A small steering committee with some fifty county leaders are cooperating in the plans for Mental Health Week.

Cooperating State-wide organizations include: Hospitals Board of Control, Board of Public Welfare, Board of Health, Department of Public Instruction, Eugenics Board, Congress of Parents and Teachers, Home Demonstration Department, Alcoholic Rehabilitation Program, Council of Churches, Local Mental Hygiene Societies, N. C. Medical Society, Conference for Social Service, and others.

Facts about the prevention of mental illnesses and the facilities available for treatment of the mentally ill and mentally deficient will be presented by programs, literature and other means during Mental Health Week and in follow-up activities thereafter.

It is expected that many schools in the State will emphasize mental hygiene in various ways during this special week.

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Superintendent Carroll Says . . .

It would not only be unfortunate but unrealistic if we were to assume an attitude of nonchalance or indifference to some of the very important considerations now facing our General Assembly. The numerous economic, social, and legal issues being currently discussed are vital to the efficient operation of our public schools and to the pattern of progress projected for a growing State. In all of this, it is heartening to note the genuine interest which legislators and laymen alike are evidencing in their desire to provide an educational system in which good schools might flourish. Interestingly—but not surprisingly—legislative conversation about education these days is not arising solely from inquiries about the quantity and cost, but also about the quality of instruction. That facilities, personnel, and services require money is readily admitted; on the other hand, that we get full value from our investments is sincerely and seriously questioned. Impulsively, one might attribute this trend in thought to economy motives; superficially, one might say "the public gets what it pays for"; but professionally, it is appropriate for educators to probe their operations with the view of ascertaining and, when possible, improving the efficiency score in learning.

Questions such as these are being asked of us: Why does North Carolina rank 47th among the states with respect to the proportion of its population in college? According to the Report of the Commission on Higher Education "North Carolina was tied for last place in 1951-52 among 14 southern states in the percentage of its white college-age population enrolled in college"; why? Are our public schools preparing and encouraging potential college students to seek higher education? Recognizing that all high school seniors are not potential college freshmen, are we reasonably certain that our high school curriculum is sufficiently solid to assume that all graduates have acquired reasonable civic, economic, and cultural competence? While it is difficult to determine "what learning is of the most value," are we satisfied with our minimum requirements for high school graduation? Are elective courses "detours" to graduation and "closed roads" to college admission? Such questions as these seem dominant in the minds of those who will prescribe our school laws and appropriate funds for the coming Biennium. They are questions which are being directed to us; we share them with you for your appraisal.

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College Facilities, 1960-70

Enrollments in the State's institutions of higher learning, both junior and senior grade, increased from 42,911 in 1953-54 to 45,358 this year—5.7 per cent.

Since 1951-52 the enrollment in the colleges of the State increased by 4,619, or 11.3 per cent. Publicly-supported institutions, during this three-year period, increased their enrollments by 1,959, or 8.9 per cent; whereas private college-grade institutions have 2,660, 14.1 per cent, more enrollment this year than three years ago. Enrollment in senior colleges increased 3,232, or 8.8 per cent, whereas the enrollment in all junior colleges was up 1,387, or 33.8 per cent above the 4,106 in 1951-52.

According to predictions of the Southern Regional Education Board, college enrollment in North Carolina will rise to between 80 and 90 thousand by 1970. These figures are predicated on the basis of available facilities for taking care of all those who want to enter college.

And that leads us to the question of "availability of facilities." Will the colleges of the State, presently in existence be able to expand rapidly enough to take care of the increased applications for college entrance? Will the colleges tighten up their entrance requirements, and thus eliminate those at the lower scholastic level? Or will additional institutions, possibly two-year community colleges, be established?

The report of the Commission on Higher Education, recently made to the Governor, has a chapter on "Planning for the Future." One sentence from that chapter reads: "The community college may be North Carolina's solution for the problem of the large increase in enrollment that is predicted."

Better Organized School Code

The Report on the Revision of the Public School Laws has been introduced at this session of the General Assembly as Senate Bill 112 and House Bill 177. It is expected that there will be a few amendments to the bill before it is enacted into law.

It was the duty of the Commission to rewrite, revise and rearrange the present school code, Chapter 115 of the General Statutes, to the extent that duplications and obsolete sections would be eliminated. The Commission was also charged with the duty of clarifying existing school laws. The proposed new code as recommended is divided into ten subchapters, 31 articles and 252 sections. The present code has 23 subchapters, 51 articles and 394 sections. Certainly, the difference in the present and proposed codes does not necessarily indicate the elimination of that much legal material. Rather, it shows a better organization of the

"Music for Every Child and Every Child for Music"

Emphasis in modern education is rightly on the **whole child** and the **total curriculum**. Almost no one who understands the implications of these well-worn phrases argues against the implementations necessary for making them vital and functional.

Music education in North Carolina is regarded as part of the total school program and is designed to benefit the whole personality of each child. For this reason, the pedantic approach to music, or music *per se*, is felt to be less significant than the philosophy of teaching children through music. This philosophy embraces the belief that emphasis on a general understanding and appreciation of music has possibilities of enriching the lives of all pupils—to the degree even that music can be useful and enjoyable in many phases of one's daily experiences—in the classroom as well as at home; in the church and at the concert; in one's solitary reveries and at the neighborhood party.

Possessing this philosophy of teaching children through music, supervisors and consultants are daily assisting teachers, administrators, and hundreds of pupils in regarding music as an integral part of their total education experience. No longer is music as an isolated subject relegated to a short period of time once or twice per week—a period often dreaded by some because of its tense formality and emphasis on techniques—but it is more often being correlated with the well-planned, ordinary experiences already under way. For example, as fourth-grade students pursue their study of Norway—its climate, geography, products, industries, people, culture—the music of Edward Grieg, perhaps the "Peer Gynt Suite," may be introduced as an integral part of this unit (indeed, how could it be omitted?), thereby enriching the total learning situation through many understandable associations.

With this approach, music is finding its place in the daily lives of many boys and girls in North Carolina. With this approach, more music is being learned than ever before, and it is being learned in situations which guarantee long-range and functional values. Other subject-matter and other experiences, enriched by this approach, likewise become more meaningful to pupils; and going to school itself takes on added significance and pleasure.—V.M.M.

law. When this bill is enacted, the public school laws will be organized and classified in such a way that they can be more readily understood; in other words, there should be less necessity for rulings of the Attorney General and for Court interpretation.

We commend the Commission for doing what we think is a fine job.

Commission on Higher Education Presents Recommendations to Governor

"State-Supported Higher Education in North Carolina," the Report of the Commission on Higher Education, which includes an appraisal of the purposes, organizational patterns, functions, and operations of the twelve State-supported institutions of higher education in North Carolina and recommendations for improvement, was recently presented to the Governor and released to the press.

Victor S. Bryant, chairman of the seven-member commission, which was appointed by the 1953 General Assembly, indicates in his letter of transmittal that all aspects of State-supported higher education in North Carolina could not be exhaustively explored during the two-year period of study; but that certain basic aspects of the twelve institutions have been carefully investigated and that specific suggestions for improvement are being recommended.

The Report recommends that a State Board of Higher Education, composed of nine members, be appointed to serve as a planning and coordinating board for all State-supported institutions of higher learning. Chapter X of the Report is in the form of a bill to the General Assembly of North Carolina for such a board.

In reporting on the interrelationships of institutions within the State, the Commission declares, "It is common knowledge that there are conflicts, duplication of efforts, and unseemly competition among the twelve State-supported institutions." After reviewing the fact that only 15.3 per cent of North Carolina's college-age population are in college as contrasted with the national figure of 28.4 per cent, the Report adds, "As compared with the remainder of the nation, North Carolina is 'plowing under' much of its college-age population which could profit from higher education. It is very apparent that something is wrong with higher education in North Carolina when efforts are compared with results."

"In 1950 North Carolina ranked 47th among the 48 states as to the proportion of its population in college. This low ranking," the Report states, "is not a result of the large Negro population in the State; nor does this condition exist because North Carolina is not providing funds to support the higher education." The Commission has concluded that improved coordination of State-supported higher education offers the

best hope of achieving the maximum results in higher education for the dollars spent.

During the two-year study, the Commission concluded that a number of situations, especially four major ones, are responsible for the problems inherent within the twelve institutions. In the first place, the Commission reports unjustified duplication of programs and functions by the institutions. Another complicating situation it states, lies in the present method of appropriating funds for the support of the institutions; and still another condition that aggravates the total situation is the fact that there exist a number of divergent and conflicting educational policies among the twelve institutions. According to the Commission, the situation which creates more problems than any other and which, in turn, is most alarming in State-supported higher education in North Carolina is the lack of long-range planning. Substantiating these conclusions are examples which are elaborated on in the text of the Report and documented with a number of statistical tables.

The Commission expresses regret concerning the competition among institutions which encourages an over-extension of offerings and activities beyond the real needs of the State. In addition, the Report suggests that "there is no reason why inducements should not be provided for those who will prepare for teaching and teach, as it would certainly be in the public interest, especially at the elementary level." The Commission further states that "the recruiting of students for the State institutions of higher education might be removed from the control of the separate institutions and be performed by a central agency for all of them." Other topics considered in the Report include those of reasonable uniformity as to salary scales among the twelve institutions, tuition charges, a uniform system of fiscal accounting, and policies concerning transfer students. The Commission at no time suggests that a coordinating board establish a rigid set of uniform policies; but that such a board constantly study the continuing problems of the twelve institutions—problems which neither the Legislature, nor the Advisory Budget Commission have time to study effectively. The Report continues that with such a permanent Board of Higher

Education "members of the Legislature would probably be relieved from the political pressure which exists in this field."

In view of the fact that North Carolina cannot afford several great universities, the Report indicates, it might be well for the citizens of the State to consider the advisability of a number of State-supported community colleges such as have recently been endorsed by A. S. Hurlburt, Assistant State Superintendent of Public Instruction, in a special publication entitled "Community College Study." Not only in this area but in the following areas also, the need for long-range planning is suggested:

- What type of institutions will be needed to take care of expanding enrollments?
- What shall be the future of graduate and professional education in the State?
- On what basis shall North Carolina accept students from other States?
- Shall students preparing for a teaching career have free tuition?
- Can North Carolina prepare scientific and professional specialists in numbers compatible with current needs?
- What shall be the future relations with the Southern Regional Education Board?
- What shall be the future of the State-supported Negro graduate and professional grant program for out-of-state training?
- To what extent can campus development be effectively planned in advance?

Before completing the Report, the Commission discusses coordinating bodies in Oklahoma, New Mexico, and New York, which are similar to the State Board of Higher Education recommended for North Carolina.

Other members of the Commission, in addition to Chairman Bryant, are F. L. Atkins, Dudley Bagley, E. Y. Floyd, L. G. Gifford, Grace T. Rodenbough, and Fred S. Royster. Professor Leonard S. Powers of the Wake Forest Law School served as full-time executive secretary for the Committee.

Social Studies Materials

Social Studies teachers may secure for classroom use, without charge, a helpful bulletin entitled "United States Tariff Policy" by writing to the Committee for Economic Development, 444 Madison Avenue, New York 22, N. Y.

New State Song Composed As Eighth Grade Project

"The Land of the Long Leaf Pine," a new State song, written as an eighth-grade project in music at the Wahl-Coates Laboratory School on the campus of East Carolina College, has recently been mimeographed and distributed to teachers and supervisors throughout the State.

The song was written under the direction of Miss Beatrice Chauncey, music supervisor; Miss Elizabeth Hyman, classroom teacher; and William Glasgow, student teacher.

In working on this song in the social studies program of the eighth-grade class, the pupils and supervising adults used as models "America," "America, The Beautiful," and the College Alma Mater. It was decided that the song should be one of praise and a pledge of loyalty and that geographic locations and topography should be considered. The project was introduced first in the music class and Miss Hyman helped the class with the writing of the stanzas. The next step was getting music to fit the words. After the rhythm had been decided upon, melody was the next project. Mr. Glasgow, a senior music major at East Carolina at the time (now band director at Farmville), assisted in arranging and composing the music. Emphasis was placed on simple melody and harmony, since it was felt that the song must be easily sung and easily retained.

Words of the new song follow:

From the top of the Blue Ridge
Mountains

To the fair Atlantic Shore
Lie the beauty and the glory
Of the land that we adore
Its fruitful fields and forests
Its scenery so divine
Give happiness and pleasure
To the Land of the Long Leaf Pine
We are proud of its glorious history
Make it known o'er all the world
Oh, how proudly do our hearts beat
When we see its flag unfurled!
Its noble men and women
Whose names with glory shine
Gave liberty and honor
To the Land of the Long Leaf Pine

Chorus:

To thee, Oh Carolina,
Our happy song we raise,
Let all our hearts and voices
Ring out the glorious praise!

Copies of this song are available through the State Department of Public Instruction.

U. S. Industry Cooperating with Higher Education

Recognizing that the future of the nation may well be in the hands of institutions of higher learning, U. S. industry has adopted a whole new attitude towards higher education in the past few years and set up a series of plans to give help to colleges and universities.

With the recent announcement of a \$2,000,000-a-year gift program by General Motors, TIME says, "one thing had become clear: U. S. industry was well started on a program to give help to U. S. colleges and universities—and therefore to help itself. . . . Though U. S. corporations are far from using up the 5% tax exemption allowed (they use less than 1% for all types of philanthropy), they have obviously adopted a whole new attitude. . . . as practical and down-to-earth as a balance sheet."

Nearly half the nation's private colleges are running in the red. U. S. campuses will need at least \$3,570,000,000 before 1960 for plant construction alone and it will take \$5,500,000,000 merely to house the estimated jump in enrollments by 1970.

Until the crisis became so acute, TIME says in its report on industry aid to education, most companies were satisfied to finance a few scholarships and professorships or research projects related to their own work. Some worried about stockholder objections and legal rights. But gradually, "under the prodding of such men as Alfred P. Sloan, Jr., Irving S. Olds, Laird Bell and Frank Abrams, U. S. businessmen began to realize that (1) higher education is industry's best hope for talent, and (2) industry is education's best hope for funds."

Of all the plans in effect so far, TIME says, none is more comprehensive or generous than General Motors', which adds \$2,000,000 to the \$2,500,000 already being spent annually on special training, fellowships and research. Other programs:

Ford Motor Co. finances about 70 scholarships a year for the sons and daughters of employees and also gives \$500 annually to each private college or university the students happen to choose. *The Gulf, Mobile & Ohio Railroad* has given more than \$185,000 since 1951 to private colleges along its route. *Dupont* now pours \$2,500 grants into the chemistry departments of 50 different campuses, expects to give in various ways \$800,000 this year. *The Radio Corp. of America* will pay for 26 scholar-

ships (at \$800) this year. *Standard Oil Co. (N. J.)* spread \$450,000 over 138 campuses plus \$50,000 for the National Fund for Medical Education last year. *Union Carbide's* plan: \$50,000 for 400 scholarships to more than 30 colleges. *Standard Oil Co. (Ind.)* gave more than \$350,000 in 1954, matches its scholarships with equal gifts to each campus. *U. S. Steel* last year gave \$700,000 in unrestricted gifts. *Bethlehem Steel* since 1953 has given \$321,000 to the colleges—if privately endowed—of young employees completing its collegiate training program. *The Columbia Broadcasting System* is giving \$32,000 to the alma maters of its own selected executives. *General Electric* has promised to match every employee's gift to his own college up to \$1,000, will spend "substantially more" than \$1,000,000 in 1955.

College Senior Finds Practice Teaching Valuable

"For the college student majoring in education (prerequisite for a teaching career), laboratory work is undoubtedly the most interesting and valuable phase of her training."

This is the lead sentence in the February number of *FRIENDS* magazine, publication distributed through the courtesy of the Chevrolet dealers of the nation. The two-page spread brief article with illustrations concerns Martha Herring (now Mrs. Herman) of Blowing Rock, N. C.

"During her senior year at Appalachian State Teachers College in North Carolina," the article reads, "Martha Herring left the campus for three months to study and teach at the Davie Avenue School in Statesville. Her assignment was a first grade class. Making friends with the children, listening, observing, testing what she had learned in college, Martha quickly grew in self-confidence and experience. Before the close of her training period, she was permitted by the regular teacher to assume full responsibility for the class. Then, well practiced in teaching skills, Martha returned to college to complete her work toward a degree. Upon graduation, she was offered, and accepted, a job teaching at the same school where she had been practice-teaching."

More School Bills Introduced

A number of additional State-wide public school bills have been introduced in the General Assembly now in session since copy for the February number of this publication went to press. These, with annotations by the Institute of Government, are as follows:

SB 43—Introduced by Summersill. "To compensate and pay classroom teachers, principals and school superintendents the proportionate part of their regular salaries for the number of Christmas holidays allowed for the public schools in each administrative school unit and to compensate and pay classroom teachers the proportionate part of their salaries for a period of three days prior to the opening of any school for services performed in organization and registration of pupils or students." [For each fiscal year of coming biennium appropriates \$4 million "or such amount as may be required" to finance objective stated in title. Rate of pay for an individual teacher, principal, or superintendent for Christmas holidays and rate of pay for individual teacher for three days before school opens is to be calculated on basis of amount paid the individual for a regular teaching day under his contract for the year.]

SB 112— Introduced by Hicks. "Rewriting, rearranging, renumbering and amending Chapter 115 of the General Statutes, and repealing certain obsolete sections thereof." [Rewrites Chapter 115, retaining general supervision and administration of public schools in State Board of Education with local control over administrative units vested in county and city boards of education. Major changes from present law include: (1) County boards of education are to consist of six members appointed by General Assembly for staggered 6-year terms after nomination in party primaries or conventions; chairman of county board is to be elected by board for 2-year term; city boards of education are to be appointed or elected as now provided; travel allowance of board members is not to exceed 7c per mile; county and city boards are to elect superintendent in 1955 for 3 years and in 1958 and thereafter for 4-year term; beginning in 1955 county boards to elect school committees for staggered 3-year terms with committee composed of 3 members in districts employing 20 or fewer teachers and 5 members in other districts. (2) State board is given power to divide county units into districts, and county and city boards are given power to divide their respective

units into attendance areas without regard to district lines; provision is made for inclusion of any pupil assignment legislation which General Assembly may enact. (3) All contracts of principals and teachers are to be terminated at close of 1954-55 school year in manner provided by present GS 115-359, and thereafter principals and teachers are to be employed on written 1-year contracts; in county units, principals are to be elected, subject to approval of board, by district committee on nomination of superintendent, and teachers, janitors, and maids are to be elected by committee on nomination of principal, subject to approval of superintendent and board; in city units, principals, teachers, janitors, and maids are to be elected by board on recommendation of superintendent; boards may remove principals and teachers for cause during contract period. (4) State aid for school bus transportation is continued, with state board directed to determine cost standards for bus operation and to make appropriations in accordance therewith; county and city boards are to determine bus routes after consultation with other local school officials; bus driver training and licensing program is to be provided by state board under supervision of state superintendent and under direction of local superintendents, principals, and mechanics. (5) Local financial support provisions generally follow present law, with budget preparation by county and city boards, budget approval by board of county commissioners, and arbitration of all disputes by CSC with appeal to superior court and further appeal to Supreme Court; capital outlay funds for purposes other than new schools, new additional construction at existing schools, and necessary equipment therefor, are to be allocated between county and city units on same per capita basis as current expense allocation. Any unit or district is authorized to vote on question of levy of supplement tax of up to 50c per \$100 to operate schools of higher standard, with county commissioners required to call election on petition of county or city boards and to levy maximum voted rate unless board of education requests levy of lower rate; expenditure of supplement tax proceeds is in discretion of board of education except that expenditure of proceeds of district supplement tax must be with written consent of a majority of district committee concerned; county commissioners may charge up to 1% of proceeds for collection of supplement

taxes. County accountant is required to furnish county superintendent monthly detailed list of fines, forfeitures, and penalties turned into school fund. Purchase of all supplies and equipment from local funds (except buses) may be either through State Division of Purchase and Contract or under GS 143-129 requiring advertisement and sealed bids. (6) Adds trade schools to licensing requirements contained in present Article 47, GS Ch. 115, and defines trade school as any person, partnership, association, corporation, or correspondence school operator offering for money instruction in recognized occupations or business phases of occupations for which graduation from degree-granting institution of college grade is not required; does not apply to accredited junior colleges, religious institutions, and non-profit institutions whose plan of instruction meets standards approved by State Board of Education, and to employers conducting classes without charge for their own employees; prohibits trade schools from instructing girls and women in homemaking and public and other service occupations. (7) Requires every person, association, or corporation operating a non-public school for children of secondary school age or younger to obtain license from State Board of Education; Board may not interfere with religious instruction of such children, but shall require that children be given instruction similar to that in public schools and that such instruction shall be given in the English language; license shall issue on payment of from \$5 to \$25 as fixed by board if board is satisfied that school will employ qualified teachers, give instruction substantially equal to public schools, protect pupils against fire, accident, and disease, protect pupils against moral or social hazards, and prepare pupils for responsibilities as citizens; such schools and teachers shall be subject to laws applicable to qualifications and certifications of teachers and promotion of pupils; requires operator of such schools to report on attendance and withdrawals to school superintendent of administrative unit in which school lies and to make such additional reports as superintendent or state board may require; license may be revoked if operator fails to make reports, if quality of instruction fails to meet minimum state standards; if surroundings of school become improper, or if activities or instruction is subversive; operation of school without license is a misdemeanor, punishable by fine of \$50 to \$250, and each day school operates without license is separate

NAM President Connects Youth Training with Schools

The responsibility of training and informing our young people, so they can exercise their rights of citizenship in a democracy wisely and fully, rests chiefly with our schools, Harold C. McClellan, 1954 president and new chairman of the board of the National Association of Manufacturers, declared recently.

Mr. McClellan participated in a discussion between industrialists and a representative group of teachers of the subject—"Are the Three R's Necessary for the Three C's—Competency, Character and Citizenship?" The panel discussion was a feature of the 59th annual Congress of American Industry, sponsored by the NAM.

Mr. McClellan suggested that individual members of a community should not be overly critical of their local educational systems unless they, themselves, are willing to serve on school boards. As one means of correcting overcrowding in schools and inadequate facilities and improving the working conditions of teachers, Mr. McClellan recommended greater support of schools by industry.

offense. (8) State superintendent is to organize Department of Public Instruction with such divisions and departments as are necessary. (9) Textbook Commission members are to be appointed by Governor on recommendation of state superintendent (instead of by Governor and superintendent jointly), and chairman selected by Commission must be approved by superintendent (instead of by Governor and superintendent).]

HB 177—Introduced by Maddrey. Rewriting, rearranging, renumbering and amending Chapter 115 of the General Statutes, and repealing certain obsolete sections thereof." [Identical with SB 112, digested in the Senate section of today's bulletin.]

SB 133—Introduced by Jones of Pitt and others. "To amend General Statutes of North Carolina, Chapter 115, Article 50, relating to the placing of fire extinguishers and first-aid kits on school busses." [Effective Sept. 1, 1955; adds GS 115-377.2 to require State Board of Education to equip each school bus with at least one fire extinguisher of specified standard, and first-aid kit of kind recommended by State Board of Health. Authorizes use of school bus purchase funds for purpose.]

State Conference at Duke University Emphasizes Guidance Responsibilities

"The Faculty Studies the School Program," the theme of the Annual Guidance Conference, held at Duke University in February, evoked a number of constructive suggestions for improving guidance throughout the State. The program was arranged by Ella Stephens Barrett, State Supervisor of Guidance Services, and Dr. W. D. Perry, Lucille Brown, Raymond Sarbaugh, Dr. Elias Tolbert, and Dr. Henry Weitz. Others from the Department who participated in the program included Dr. Charles F. Carroll, State Superintendent; Dr. J. Warren Smith, Division of Vocational Education; and Dr. A. S. Hurburt, Assistant State Superintendent.

An outstanding feature of the program was a mock staff meeting in which principals, teachers, librarian, supervisor, visiting teacher, and superintendent were represented by guidance counselors throughout the State. This faculty meeting, at a later date in the Conference, was the focus for critical analysis. At this critique Dr. W. H. Cartwright, Professor of Education at Duke University, and Dr. Arnold Perry, Dean, School of Education, University of North Carolina, presented their analysis of the meeting. This was followed by audience reaction.

The final session of the Conference was built around demonstrations illustrating counseling relationships, group counseling, and group conferences on occupational information.

More than 300 leaders in the field of guidance and educational administration attended this conference.

The care with which this conference was planned as well as the content of its sessions were equally impressive. Much of the conference was built around the technique of role playing; and it was evident in each instance that superior planning and organization had preceded the actual "performances."

Since the technique of role playing was emphasized, there were no long, meaningless harangues on promising practices and suggested procedures. Questions and comments were always pertinent; and, most important, promising practices and procedures were demonstrated.

Congratulations to Miss Ella Stephens Barrett, her excellent planning committee, participants on the program, and to all those who were fortunate

enough to be in the several audiences. Such guidance conferences will do much toward encouraging teachers and administrators in building well-rounded and functional programs of guidance and toward improving those already in existence.

Self-Censorship Program Begun by Comic Magazine Association

A code for comics has been signed by 26 of the 29 publishers of comic magazines. Under the leadership of Judge Charles F. Murphy, the Comic Magazine Association of America has prepared a self-censoring code which promises the expulsion from the Association of any member that does not adhere to it.

Educators, parents, and others will be interested in the fact that the new code provides that scenes of excessive violence shall be prohibited, that no comic book shall use the words "horror" or "terror" in its title, that suggestive or salacious illustrations shall be banned, and that no comic book will present the details of a crime.

Judge Murphy has also announced an advertising code for comic magazines which prohibits advertisements for knives, gun facsimiles, pin-ups, firearms, and gambling equipment.

The decision on the part of the comic magazine publishers to set up self-censorship and a code of ethics is regarded in educational circles as one of the outstanding news events pertaining to education during 1954.

Many educators throughout the country feel that much can be done through classroom instruction to instill wholesome and constructive attitudes toward the use of comics. Alert teachers may find ways of capitalizing effectively on the movement now under way to improve the quality of comic magazines.

Creation of original meaningful comics in the classroom by pupils of certain ages has sometimes been found to be an excellent substitute for the reading of undesirable publications. Certainly, parents and school personnel will welcome every effort made by the Comic Magazine Association of America to improve its publications.

Enrollment In North Carolina Colleges Increases

2,447 Greater This Year Than Year Ago 11.3 Per Cent Greater Than Three Years Ago Greatest Percentage Increase Among Junior Colleges

Enrollment in North Carolina's institutions of higher learning this year is 2,447 greater than was the case a year ago, according to figures recently compiled. This is 5.7 per cent greater than last year; or 11.3 per cent greater than three years ago, when a low enrollment of 40,739 was reached following the peak enrollment of 47,071 in 1947-48.

The two tables presented in this issue of this publication show college enrollments as of October 1 for each year. Table I gives a summary by sex and race of enrollment in all institutions from 1946-47 to 1954-55. Table II presents these facts for each institution for two years only—1951-52 and 1954-55—grouped into senior and junior institutions, with a further division as to public and private.

Table I

Some of the facts revealed by this table are the following:

- Men constitute nearly 60% of the present total college enrollment; nine years ago they constituted 63.3% of the total.
- Nearly 64% of the white college enrollment of the State are men;

- Enrollment in private institutions for Negroes increased 71, or 2.7%.
- Enrollment in the one institution (public) for Indians, increased 38, or 30.9%.
- Enrollment in all senior colleges increased 3,232, or 8.8%.
- Enrollment in all junior colleges increased 1,387, or 33.8%.
- Enrollment in public senior colleges increased 1,604, or 7.5%.
- Enrollment in private senior colleges increased 1,628, or 10.6%.
- Enrollment in public junior colleges increased 355, or 62.4%.
- Enrollment in private junior colleges increased 1,032, or 29.2%.

Veterans

A sidelight of this study of college enrollments for 1954-55 is the number and percentage of veterans. According to the reports from the institutions, it is learned that 6,423, or 14.2 per cent of the total 45,358 were veterans. Or, since nearly all veterans are men, the 6,423 veterans represent 23.7 per cent of the men enrolled in North Carolina colleges.

II. Enrollment in North Carolina Colleges (As of October of Each Year)

SENIOR COLLEGES

INSTITUTION	MEN		WOMEN		TOTAL
	1951-52	1954-55	1951-52	1954-55	
1. PUBLIC-WHITE					
University, Chapel Hill	4,849	4,993	924	1,068	5,773
State College	3,663	4,528	38	52	3,701
Woman's College	6	5	2,386	2,335	2,392
Appalachian Teachers	519	647	664	805	1,183
East Carolina	809	1,178	1,098	1,185	1,907
Western Carolina	320	567	246	330	566
Total	10,166	11,618	5,356	5,775	17,393
NEGRO					
Agricultural and Technical	1,692	1,481	876	641	2,568
North Carolina	519	529	849	877	1,368
Elizabeth City	123	109	422	330	545
Fayetteville	135	159	476	467	611
Winston-Salem	201	210	401	586	786
Total	2,670	2,488	3,024	2,901	5,694
INDIAN					
Pembroke	55	59	68	102	123
TOTAL PUBLIC SENIOR	12,891	14,165	8,448	8,778	21,339
2. PRIVATE-WHITE					
Atlantic Christian	198	286	196	210	394
Belmont Abbey*	121	269	2	1	123
Black Mountain	26	10	9	6	35
Catawba	356	377	235	162	591
Davidson	826	844	2	0	828
Duke	3,251	3,842	1,380	1,184	4,631
Elon	438	669	184	215	622
Flora McDonald	2	9	273	272	275
Greensboro	7	12	349	342	356
Gulford	334	392	141	182	475
High Point	396	554	214	301	610
Lenoir Rhyme	443	523	336	359	779
Meredith	0	6	574	613	574
Montreat	1	2	160	179	181
Queens	18	38	281	396	434
Salem	16	14	265	322	281
Wake Forest	1,387	1,382	316	322	1,703
Total	7,820	9,229	4,917	5,065	12,737
NEGRO					
Barber Scotia	0	1	172	184	185
Bennett	0	0	439	450	450
Johnson C. Smith	310	304	322	330	632
Livingston	146	137	241	251	387
Shaw	188	207	361	314	549

• The trend in number of white men students during the nine years was downward from 1947-48 to 1951-52 and upward since that year.

• Although not consistently, the main trend in number of white women college students has been upward, the increase being from 11,654 in 1946-47 to 13,335 in 1954-55.

• Number of Negro men students has varied more than 1,000 during the nine year period—from 3,318 in 1953-54 to 4,430 in 1949-50.

• Number of women Negro students has also varied widely (1,191) during this period—from 4,010 in 1948-49 to 5,201 in 1953-54.

• The number of Indian men students varies from year to year, whereas there is a discernable increase noted in the number of women students for this race—from 47 in 1948-49 to 102 this year.

Table II

Some of the facts disclosed by this table are the following:

- Enrollment in public institutions has increased 1,959 or 8.9% since 1951-52.
- Enrollment in private institutions during the same time has increased 2,660, or 14.1%.
- Enrollment in public institutions for the white race increased 2,230 or 14.0% during this 3-year period.
- Enrollment in public institutions for Negroes decreased 309, or 5.3%.
- Enrollment in private institutions for whites increased 2,589, or 15.9%.

I. Enrollment in North Carolina Colleges

(As of October for each year)

Year	Men	Women	Total
White			
1946-47	24,403	11,654	36,057
1947-48	26,823	11,677	38,500
1948-49	26,754	11,323	38,077
1949-50	25,832	11,854	37,686
1950-51	23,542	12,353	35,895
1951-52	19,881	12,271	32,152
1952-53	20,342	12,345	32,687
1953-54	21,169	13,092	34,261
1954-55	23,636	13,335	36,971
Negro			
1946-47	3,481	4,443	7,924
1947-48	4,300	4,140	8,440
1948-49	4,367	4,010	8,377
1949-50	4,430	4,100	8,530
1950-51	4,345	4,471	8,816
1951-52	3,623	4,841	8,464
1952-53	3,485	5,076	8,561
1953-54	3,318	5,201	8,519
1954-55	3,446	4,780	8,226
Indian			
1946-47	69	53	122
1947-48	79	52	131
1948-49	69	47	116
1949-50	68	85	153
1950-51	61	65	126
1951-52	55	68	123
1952-53	47	75	122
1953-54	50	81	131
1954-55	59	102	161
Total			
1946-47	27,953	16,150	44,103
1947-48	31,202	15,869	47,071
1948-49	31,190	15,380	46,570
1949-50	30,330	16,039	46,369
1950-51	27,948	16,889	44,837
1951-52	23,559	17,180	40,739
1952-53	23,874	17,496	41,370
1953-54	24,537	18,374	42,911
1954-55	27,141	18,217	45,358

JUNIOR COLLEGES

1. PUBLIC-WHITE						
Asheville-Biltmore	70	210	23	98	93	308
Charlotte	141	177	23	13	164	190
Wilmington	67	137	65	113	132	250
Total	278	524	111	224	389	748
NEGRO						
Carver	117	123	32	28	149	151
Wilmington (Off-Campus)**	14	14	17	11	31	25
Total	131	137	49	39	180	176
TOTAL PUBLIC JUNIOR						
	409	661	160	263	569	924
2. PRIVATE-WHITE						
Brevard	59	89	83	130	142	219
Campbell	208	310	137	142	345	452
Chowan	54	188	47	113	101	301
Edwards Military Institute	105	108	0	0	105	108
Gardner-Webb	210	217	141	139	351	356
Lees-McRae	113	164	134	152	247	316
Louisburg	104	121	79	81	183	202
Mars Hill	333	417	380	445	713	862
Mitchell	26	43	97	74	123	117
Oak Ridge	80	54	0	0	80	54
Peace	0	0	225	212	225	212
Pfeiffer	105	208	98	142	203	350
Pineland	0	0	26	38	26	38
Presbyterian	70	91	4	2	74	93
Sacred Heart	0	2	70	172	70	174
St. Genevieve	0	0	82	82	82	82
St. Marys	3	0	183	203	186	203
Warren Wilson	38	70	41	73	79	143
Wingate	109	183	60	70	169	253
Total	1,617	2,265	1,887	2,270	3,504	4,535
NEGRO						
Immanuel Lutheran	21	15	12	19	33	34
TOTAL PRIVATE JUNIOR						
	1,638	2,280	1,899	2,289	3,537	4,569
3. GRAND TOTAL JUNIOR						
	2,047	2,941	2,059	2,552	4,106	5,493
TOTAL SENIOR AND JUNIOR						
PUBLIC						
White	13,300	14,826	8,608	9,041	21,908	23,867
Negro	10,444	12,142	5,467	5,999	15,911	18,141
Indian	2,801	2,625	3,073	2,940	5,874	5,565
	55	59	68	102	123	161
PRIVATE						
White	10,259	12,315	8,572	9,176	18,831	21,491
Negro	9,437	11,494	6,804	7,336	16,241	18,830
	822	821	1,768	1,840	2,590	2,661
GRAND TOTAL						
White	23,559	27,141	17,180	18,217	40,739	45,358
Negro	19,881	23,636	12,271	13,335	32,152	36,971
Indian	3,623	3,446	4,841	4,780	8,464	8,226
	55	59	68	102	123	161

* Classified as Junior College in 1951-52.
** Sponsored by Fayetteville State Teachers College.

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Driver Training Classes Scheduled For Interested Teachers Throughout State

A series of driver-training teacher-preparation courses have been scheduled for all areas of North Carolina during the next four months. The purpose of these courses, which have been set up under the safety education section of the State Department of Public Instruction, is to prepare prospective teachers of driver education.

Teachers who participate in this State-wide program are required to attend four four-hour classroom sessions and two eight-hour days of car instruction to qualify for certificates. These courses are the equivalent of basic five-day, forty clock hours, teacher-preparation courses. Previously such courses were offered by the State Department through colleges of the State in summer session.

Upon satisfactory completion of one of these courses, teachers will be given a certificate qualifying them to teach classroom and in-the-car phases of driver education in North Carolina schools.

Classes have been arranged for 4 p.m. to 9 p.m. in the following cities: Rocky Mount, Edenton, Vanceboro, Elizabethtown, Aberdeen, Graham, North Wilkesboro, Lincolnton, Asheville, and Bryson City. A detailed schedule of these classes is available through John C. Noe, adviser in safety education, State Department of Public Instruction, Raleigh.

Rehabilitation Workers To Hold Conference

Region III of the National Rehabilitation Association will hold its annual conference in Durham, N. C., on May 9-12, according to Horace E. Springer, Chief of Rehabilitation Services, State Department of Public Instruction, who is this year's Conference Chairman.

Region III comprises the states of Kentucky, Maryland, West Virginia, Virginia, and North Carolina, and the District of Columbia and Puerto Rico. Manuel Hernandez of Puerto Rico is president of the regional division.

Everyone working with the physically and mentally handicapped is invited to attend this Conference, Mr. Springer stated. Reservations for accommodations should be made to Washington Duke Hotel, Durham.

University Opens TV Education Station

The State's first educational television station was opened as a part of the University of North Carolina operations early in January.

The 100,000-watt station, WUNC-TV, Channel 4, has studios at the three branches of the University, at Chapel Hill, Greensboro (Woman's College), and Raleigh (State College). According to Robert F. Schenkkan, director, it is one of the choice very high frequency stations and can be picked up within a 100-mile radius.

Present plans call for full-time operations on weekdays with programs on the air from 3:30 to 10:00 p.m. Monday through Friday and from 6:00 to 10:00 p.m. on Saturday and Sunday. The station will carry non-commercial programs which are planned to be entertaining as well as educational.

The station is the second of its kind in the South, Houston being first in this respect.

Supervisors Stress Importance of Music As Vital Part of Total School Program

A recent progress report of the activities of the music supervisors of the State indicates that their efforts are primarily devoted to lifting the level of the total educational program in each community in which they work. All of the work of the State music consultants, according to Arnold E. Hoffman, Adviser in Music Education, State Department of Public Instruction, is on a request basis.

"We are endeavoring to develop a music program in all the schools of the State," declares Mr. Hoffman. "If the school has no music teacher, we hold workshops with classroom teachers, showing them how they can use music during the school day to aid them in their regular class work. Where there is a music specialist on the faculty, we show her new ways to teach the techniques and knowledge concerning music: how she can help classroom teachers enrich their regular subject teaching with music. This new approach to music education has caused so much interest that we have commitments on

Executives Who Stay On Top Have Common Characteristics

The executive who arrives at the top and stays there, according to a recent study by Robert M. Wald and Roy A. Doty, is characterized by six traits: tolerance, stability, frankness, firmness, serious-mindedness, and tranquility.

"The successful executive does not shut off ideas simply because he had not thought of them first or because they go against the grain. He opens the door for all views and projects, insisting only that those who propose them shall also be responsible for explaining and defending their practicability. . .

"The successful executive is frank, sincere, and honest in his interpersonal dealings, though evidencing tact and diplomacy." He is also a positive and decisive individual, who exhibits skill in viewing a situation as a whole, sifting out pertinent facts, and in coming to a realistic conclusion about a problem.

The successful executive is sensitive to things out of order, but expresses his annoyance in a controlled manner. —*Educator's Dispatch*, January 13, 1955.

our schedule for almost a year in advance."

Though this manner of working with teachers throughout the State is paying rich dividends, according to Mr. Hoffmann, 70 per cent of the rural schools in the State still have no assistance with music except that which they receive from the State Department.

The State music program has worked in close cooperation with the home demonstration program of the State; and is affecting all levels of life—the schools, the home, and community. Four other states in the South are now investigating the North Carolina program for the purpose of determining these particular strengths. A half day will be devoted at the Music Educators National Conference for explaining the North Carolina program. Six workshops were held last year with at least two thousand home demonstration leaders for the purpose of lifting the level of living in communities throughout the State.

Bulletin on High School Reading Prepared for Experimental Use

An 18-page mimeographed bulletin, "Reading in Grades 9-12," compiled by the Committee on Reading of the North Carolina English Teachers Association, has just been released for experimental distribution by the State Department of Public Instruction.

The bulletin, divided into three major sections, discusses:

1. Symptoms, causes, diagnoses of reading difficulties and reading readiness.
2. Grouping for reading instruction.
3. Possible procedures for teaching six of the basic reading skills to high school English classes.

The committee's hope is that this section will be regarded as suggestive of patterns of teaching reading rather than a set pattern for all circumstances. The illustrations are taken from methods which have proved practical and valuable, and which will, it is hoped, call forth from other teachers similar practical solutions to widespread problems.

Realizing that reading readiness and causes for poor reading are inter-related, the committee prepared an outline which is intended to aid teachers in identifying symptoms, in defining causes, and in determining diagnoses and corrective measures which might promote readiness to read. Physical symptoms and possible causes of these symptoms which might affect poor reading are dealt with in terms of the eyes, ears, speech, and general health. Mental defects are approached from the following points of view: symptoms, possible causes, suggested approaches to diagnosis, and requirements for reading readiness. Emotional and social maladjustments are likewise approached from the same four points of view.

The section on grouping pertains to the persistent problem on how best to group thirty or more students according to their needs and how to teach these groups separately when the entire class is not involved in the lesson.

In the third section of the bulletin six skills have been chosen as those tools of comprehension and rate of reading most needed in the approach to ordinary reading matter. The skills discussed include selecting the main idea of a paragraph, finding details, organization, following directions, rate, and total meaning.

Calendar of Professional Meetings, Conferences, Workshops, Institutes

April 2	—Annual meeting of the North Carolina Association for Childhood Education, Duke University
April 3-7	—American Personnel and Guidance Association, Chicago, Illinois
April 2-6	—American Association of School Administrators, Eastern Regional Convention, Cleveland, Ohio
April 11-15	—American Childhood Education International, Kansas City, Kansas
April 12-15	—Southern Regional Conference, American Association for Health, Physical Education and Recreation, NEA, Tulsa, Oklahoma
April 14	—Pan American Day. Secure materials for celebration from Division of Publications, Pan American Union, Washington 6, D. C.
April 11-16	—The National Art Education Association, Cleveland, Ohio
April 17-21	—Eastern Regional Conference American Association for Health, Physical Education and Recreation, Boston, Mass.
April 18-22	—Department of Audio-Visual Instruction of the NEA, Los Angeles, Calif.
April 22	—State Science Fair, Duke University
April 26-30	—National Convention, American Industrial Arts Association, NEA, Atlantic City, N. J.
June 28-July 1	—American Home Economics Association, Minneapolis, Minn.
July 3-8	—NEA Convention, Chicago, Illinois

A general bibliography of reading is appended to the bulletin as well as a bibliography for slow readers.

The Committee on Reading of the North Carolina English Teachers Association is to be commended on its excellent approach to the many problems involved in high school reading. The scientific manner which the Committee suggests that teachers of English use in analyzing reading difficulties of high school pupils is perhaps the only way that appreciable individual progress can be made in this vital area. Those who are privileged to read this bulletin with a critical eye for constructive improvement will likely agree that the Committee has done a superior job.

Dr. Martin Named State Board Chairman

Dr. Sanford Martin was named chairman of the State Board of Education at its February 3 meeting.

Dr. Martin succeeds former Lieutenant Governor Hodges who became Governor following the death of the late Governor W. B. Umstead. In accordance with law the Board elects a chairman and a vice-chairman. A. McL. Graham is vice-chairman.

Consolidation More Popular Than Two Years Ago

Recent programs and plans for consolidating schools throughout the State indicate that consolidation is a more popular issue than it was two years ago when the General Assembly of that year passed an act which made it easier to keep high schools with small enrollments open.

Successful steps in the direction of consolidation within the past two years are the following:

Consolidation of rural high schools is being planned or has been requested by patrons of two or more schools in Anson, Bertie, Duplin, Polk, Rowan, Sampson, and Yancey Counties.

Recent consolidations have been completed in Buncombe, Catawba, Jones, Mecklenburg, and Durham Counties.

- Two schools were recently consolidated in Madison County.
- Two high schools were consolidated in Wilkes County this year.
- A consolidated northwest high school in Forsyth County will take care of pupils in three high schools.
- A proposal to consolidate four high schools in Davie County into one high school has met with general acceptance of school patrons throughout the county.

States and Territories Making Plans for White House Conference on Education

Progress is being made throughout the nation on plans for the White House Conference on Education, scheduled for November 28 to December 1. Ninety per cent of the states and territories have taken some definite action in planning local conferences on educational problems. Thirty-one states have applied for funds for carrying on the local conferences; and in thirty-seven states conference chairmen have been appointed.

In North Carolina Charles F. Carroll, State Superintendent of Public Instruction, is chairman. Dr. Carroll expects to announce soon more detailed plans for local conferences and local study groups.

The Committee for the White House Conference on Education tentatively plans for an expected attendance of more than 2,000 persons. Seventy per cent of these participants would be selected by the states and territories, the number from each being based on population. North Carolina has been allotted 34 delegates; and it has been suggested that for every professional educators at least two lay delegates be included.

The agenda for the national conference will include the following topics:

1. What should our schools accomplish?
2. In what ways can we organize our school systems more efficiently and economically?
3. What are our school building needs?
4. How can we get enough school teachers—and keep them?
5. How can we finance our schools—build and operate them?
6. How can we obtain a continuing public interest in education?

The final report to the President will include the committee's own studies, the findings and reports of the State conferences, and results of the White House Conference itself.

Reading Publications Available

Teachers interested in expanding their bibliographies of reading materials will likely find help in writing the Betts Reading Clinic, 257 West Montgomery Avenue, Haverford, Pennsylvania, for their most recent eight-page publications catalogue.

President Outlines School Aid Plan

A plan aimed at assisting school districts in the construction of needed schoolhouses was recently announced by President Eisenhower.

According to an Associated Press release the proposed program "would throw \$1,100,000,000 of federal money into emergency construction." Bills to put the President's proposal into effect have been introduced in both branches of Congress. Under these bills school districts in three categories would be aided:

1. Those which are able to issue building bonds but which cannot market them at reasonable interest rates. In this category 750 million dollars would be appropriated over a period of three years to help states buy bonds which could not be sold at an interest rate of less than 3½ per cent. The federal government would buy from 50 to 80 per cent of a state's total bonds, depending on the state's per capita income.
2. Those districts which have issued all the bonds they are legally permitted but which still have some money available. To help schools in this category, the states would set up school building authorities which would erect schools and rent them to local school districts. The federal government would join on a 50-50 basis to provide enough to make annual payments on the bonds issued by the state authorities. Rents from the local districts would be expected to pay off the bonds in 30 years, at which time the property would belong to the district.
3. Those districts which are flat broke. Districts in this category would be eligible for direct federal grants on a matching basis from a 200-million-dollar fund to be expended over three years. The money would be allotted to the states according to per capita income, with no state getting less than 40 per cent or more than 60 per cent of the total it plans to use to aid such districts.

The President's proposal also includes a 20-million-dollar appropriation to aid states administer the costs of school improvement studies, with no state to receive less than \$25,000 a year for three years.

State Facing Big Increase in College Enrollment

"North Carolina is facing a 97 per cent increase in college enrollment by 1970."

This, states the Commission on Higher Education in its report released early this year, is strong evidence for the need "for planning the development of the State's program of higher education on a long-range basis."

The Commission's predicted college enrollments are based on a study of births, deaths, high school enrollments and graduates, per cent attending college, and past college enrollments. Annual estimates of enrollments in all State institutions of higher education, both public and private, as made by the Commission are as follows:

Year	Estimate
1955-56	46,100
1956-57	47,800
1957-58	49,100
1958-59	51,300
1959-60	54,200
1960-61	58,000
1961-62	63,200
1962-63	66,800
1963-64	69,000
1964-65	71,500
1965-66	74,900
1966-67	78,200
1967-68	81,200
1968-69	82,600
1969-70	82,700

Tennessee Principal Turns Truck Driver

This is the story, as told in a recent issue of *Tarheel Wheels*, of a Tennessee school principal who left the school business to enter the trucking industry. *Tarheel Wheels* is the official publication of the North Carolina Motor Carriers Association.

John Heaton taught history and mathematics in his native Tennessee for twelve years. Later, he served as principal in two of that state's elementary schools. During the summer months, Heaton drove trucks in order to add to his income. It was in this field that he found out that his earnings, if he devoted full time to the job, would greatly exceed what he received as a school man. Heaton, therefore, enrolled as a student in the North Carolina Truck Driver Training School. Following this training, Heaton entered the trucking industry where his average salary now is from \$100 to \$150 a week.

Fish Cookery Demonstrations Given to Lunch Personnel

A series of fish cookery demonstrations are now being given in 50 schools throughout the State to school lunch personnel.

These demonstrations, arranged by Mrs. Anne W. Maley, State School Lunch Supervisor, are given through the courtesy of the U. S. Fish and Wildlife Service. They started early in January and will continue until May 12. According to Mrs. Maley, "these demonstrations are very worthwhile, presenting methods of cookery applicable to other foods as well as fish."

Alamance County Makes Study of Graduates and Drop-Outs

An extensive study of graduates and drop-outs in Alamance county schools is now in progress under the general direction of L. R. Wootton, supervisor and also secretary to the Central Advisory Committee. Adult leaders in the twelve districts of the county prepared themselves for the undertaking through special study groups related to purposes of the over-all study, how to interview, and how to interpret data.

Drop-outs of grades seven through twelve from May 1949 through January 1955, and the graduates of 1949, 1952, and 1954 are being studied in order that implications may be gained for improving the educational experiences of youth in the county. This study is being carried on as a part of an over-all study and evaluation of the Alamance County Schools.

Personnel from the School of Education, University of North Carolina, and from the State Department of Public Instruction are assisting with the project, which will be completed during the spring months.

Projects of this nature, which involve the cooperation of school and lay personnel within the county, as well as University and State Department personnel, have many possibilities for improving the quality of education in the community. When all people concerned with the improvement of schools have an opportunity to understand the problems concerning education, then it is that these problems become sufficiently personalized that their solutions are inevitable.

Bulletin on Home Economics Supervision Stresses Cooperative, Creative Efforts

"Home Economics Teachers Look at Supervision," a publication of the State Department of Public Instruction, has recently been mailed to home economics teachers, supervisors, and administrators throughout the State. The bulletin is an effort to rethink the role of the supervisor of home economics in terms of suggestions made by home economics teachers throughout the State during a two-year study of this particular problem. More than 150 home economics teachers participated in the formal aspect of the study by filling in questionnaires concerning supervision.

Areas which are evaluated in this study are bulletins and other written materials, correspondence, visits to individual schools, group meetings, State conferences, and individual conferences. Each of these topics is adequately discussed in a separate chapter with numerous suggestions from teachers in the field. One of the most interesting aspects of the bulletin is the common manner in which each chapter is concluded. In every instance the editors have summarized what supervisors have learned from teachers in the particular area under discussion.

The final chapter, entitled "Improving Supervision," emphasizes the well-known fact that teacher-supervisor cooperation is essential for growth and progress. A number of specific suggestions for continued improvement in the teaching of home economics are included in this chapter. The chapter ends on a challenging note, "Supervision in home economics in North Carolina can be improved. Teachers have indicated this; supervisors believe this; teachers and supervisors are willing to tackle the job."

The cooperative and critical manner in which home economics teachers and supervisors looked at supervision within the State during the past two years suggested an approach for in-service growth which others might emulate. Home economics teachers and supervisors agree that this experience in shared thinking was exceptionally strengthening to everyone concerned. Teachers acknowledged their appreciation for the assistance of supervisors; and, in turn, supervisors readily admit how much they constantly learn from teachers. Most important of all, this "look at supervision" is actually a plea from teachers and supervisors that

emphasis continue to be placed on cooperative program planning, execution of plans, and evaluation. In such an atmosphere, growth and progress are not only possible but are everywhere expected of consecrated teachers and supervisors working in harmony on well-defined and common goals. Hats off to the home economics teachers of the State and to the supervisors of home economics! Keep up the good work!

Materials on Reading Available Through Iowa Ed. Association

Teachers interested in continually improving their techniques of reading instruction will be interested in two reprints from the Iowa State Education Association which have been issued as a single bulletin. These articles are entitled "What's New in Reading Instruction" and were written by Emmett A. Betts and Guy Wagner. Dr. Betts is director of the Reading Clinic at Temple University, Philadelphia, Pennsylvania; and Dr. Wagner is director of the Curriculum Laboratory at Iowa State Teachers College, Cedar Falls. These articles were written as one continuous article and should be read that way.

The authors of these articles suggest certain possibilities concerning the future of reading; each of their predictions is carefully analyzed in these articles. This we believe, the authors say:

1. That because reading has important values that other types of communication do not have, there will be an increased emphasis placed upon its importance in the curriculum.
2. That teachers will more and more recognize that a good reading program is a steady building of word power.
3. That oral reading, in receptive audience situations, with thorough advance preparation by the reader, will come more and more into favor.
4. That reading teachers, as well as teachers in other curriculum areas, will make systematic efforts to build self-assurance and self-respect in the slow reader through drawing out his other talents.

These reprints of these combined articles may be had by writing the Iowa State Education Association.

Southern School Administrator in Tough Spot Says McKnight

The Southern school administrator is in a tough spot, according to C. A. McKnight, Executive Director of the Southern Education Reporting Service.

"The Southern school administrator is caught right in the middle of the cross-fire between those who oppose and those who favor the U. S. Supreme Court decision on segregation," McKnight told the November meeting of the Washington Edpress chapter.

McKnight is on leave of absence from his post of editor of the Charlotte, N. C. *News* to head the Southern Education Reporting Service, organized last July "to tell the story, factually and objectively, of what happens in education as a result of the Supreme Court's decision." One of the ways it accomplishes this assignment is by publishing a monthly newspaper, "Southern School News," which has a mailing list of 10,000—including governors, state officials, school officials, editors and interested lay people in and out of the South. Since its inception, SERS has spent most of its time answering a barrage of questions from newspapers and educational journals all over the country, Editor McKnight reported. Any educational journal can get on SERS's mailing list by writing to Southern Education Reporting Service, P. O. Box 6156, Acklen Station, Nashville 5, Tenn.

Major reason for the Southern school administrator's plight, McKnight said, is that the desegregation battle has thus far "been fought in the political rather than the educational arena."

"Schools cannot be run successfully in an atmosphere of tension," he asserted. "Desegregation may force the school administrator to enlist public support for a cause for which he may have no particular liking. Around him is a public reawakening to the importance of public education. The school administrator must assert bolder leadership. How well he does it may be the most important factor in determining how well integration works."

McKnight appealed to educational writers to "help" Southern school administrators "work out their problems" by using their writings to serve as a counter-balance to the "strictly political decisions" to which the school administrators are now subject.

The SERS executive director also saw desegregation creating these problems:

- The parents of white children will have an additional complaint since "Negro school facilities, to which white students would be going, are far below those of white schools."
- Widespread and strong opposition may result from the attempt by the states to float special bond issues for the construction of new school facilities.
- There may be a public reaction against integrated faculties, thus creating "even fewer opportunities for Negro teachers."
- Desegregation classrooms may mean that "Negro pupils not as far advanced as white students in the same grades" would attend classes together.
- Desegregation may restore the grouping of children by ability.

New Breeding Program Sponsored for Benefit of FFA Groups

Announcement has recently been made concerning an important breeding program sponsored by the Sears Roebuck Foundation in cooperation with the North Carolina Breeders' Association. This program has been designed to correlate with the activities now under way with the "Future Farmers of America" organizations.

Objects of this program are as follows:

1. To provide educational training in feeding, growing and developing, fitting and showing of beef cattle.
2. To encourage the breeding of grade cows in order to increase the income of the average farmer or boy who has 2 or 3 cows and is depending on the offspring for a part of his cash income.
3. To encourage FFA boys and farmers to purchase both grade and registered females and go into the beef cattle business.
4. To provide FFA boys a source of quality steers for use in supervised farming program—fatstock shows and sales.

Rules and regulations concerning the program have been mailed to vocational agricultural teachers throughout the State; and it is expected that many participants in the FFA will avail themselves of the opportunity of working in this program.

Ten Largest Institutions

The ten institutions having the largest enrollments in the fall of 1954, according to the U. S. Office of Education, are:

University of California (all campuses)	35,273
New York University	33,447
State University of New York (all campuses)	30,578
University of Minnesota (all campuses)	28,195
City College of the City of New York	25,177
Columbia University	24,971
University of Illinois	22,251
University of Michigan	21,375
Ohio State University	20,348
Wayne University, Mich.	18,349

Other Countries Educate

Argentina. The Ministry of National Education has decided to establish "juvenile language sections" in the primary schools, so as to allow children between the ages of six and twelve years to learn foreign languages.

Canada. The revised schedule of salaries recently adopted by the education authorities in Newfoundland embodies for the first time the principle of equal pay for men and women teachers.

Hungary. Henceforth, pupils of secondary schools will be able to study a second foreign language as well as Russian.

India. One of the most interesting institutions with regard to self-government is the boys' school at Nasik, in Bombay Province, where a mayor, a commissioner and deputies are elected each year by the pupils from among their own ranks.

Roumania. On their first appointment, primary and secondary teachers in Roumania have the right, among other things, to a special grant equivalent to a month's salary.

Sweden. The Swedish parliament has agreed, in principle, to a nine-year compulsory education scheme and the establishment of a comprehensive "all-age" school, which will replace the primary and the secondary school.

Thailand. As funds are not yet available for the opening of kindergartens by the State, the government of Thailand is encouraging the establishment of private institutions at this level by making loans available for the premises, etc.

U.S.S.R. Schooling is free from the first to the seventh grade in the Soviet Union.

The Attorney General Rules . . .

Authority of County Board of Education to Appoint Members of School Committee Prior to First Monday in April; Authority of School Committees to Elect Principals and Teachers

In reply to inquiry: With your letter of February 2nd you enclosed copy of a letter from Superintendent _____ of the _____ County Schools; dated February 1, 1955. In his letter to you Superintendent _____ states:

"Our Board of Education is interested in knowing whether said Board may appoint committee members and if said committees may elect principals and teachers before the first Monday in April.

"We know that the law provides for this to be done on the first Monday in April, but it seems expedient at this time, since our Board is already organized for the next term, to proceed with committees, principals, and teachers unless the procedure would be illegal."

G. S. 115-354 provides that at the regular meeting during the month of April 1939 and biennially thereafter, the county boards of education shall elect and appoint school committees for each of the several districts in their counties, *whose term of office shall be for two years*. The same section provides that the district committees shall elect the principals for the schools of the districts, subject to the approval of the county superintendent of schools and the county board of education; and the principals of the districts shall nominate and the district committees shall elect the teachers for all the schools of the districts, subject to the approval of the county superintendent of schools and the county board of education.

G. S. 115-353 specifically provides that the county superintendent is to be elected by the county board of education named by the General Assembly which convened in January of the year in which the superintendent is to be chosen. There is no such express provision in G. S. 115-354. However, that section does specifically provide that the terms of office of school committeemen shall be for two years, subject to the proviso therein contained for staggered terms. In Superintendent _____'s letter to you he does not state whether the terms of the committeemen in _____ County are all for two year terms or whether the

Duty of Governing Bodies of School Administrative Units to Purchase Equipment and Supplies Through Division of Purchase and Contract; Supplies Purchased Entirely From Local Funds

In reply to inquiry: In your letter of September 17th you review certain correspondence between the State Division of Purchase and Contract and the _____ City Schools with regard to the purchase of venetian blinds for one new school building and one old school building. You also make very interesting comments as to the provisions of G. S. 143-53, G. S. 143-129

terms are staggered, but it is the view of this office that this would make no difference since the terms are for a definite time, either two or three years beginning with the regular meeting of the board held during the month of April.

Answering Superintendent _____'s question directly, it is the view of this office that the Board of Education of _____ County is not authorized to appoint members of schools committees prior to the regular meeting of the Board of Education in April and that the committees have no authority to elect principals and teachers prior to that date. It seems clear that the legislative intent is that the committeemen will be chosen by the new Board of Education appointed by the 1955 General Assembly, and that the new committeemen will select the principals and teachers. The foregoing seems to be the legislative intent in spite of the fact that the matter is not spelled out definitely with regard to committeemen and teachers and is spelled out definitely as to the election of the county superintendent. Incidentally I note that in _____ County all members of the County Board of Education were appointed by the 1953 General Assembly for terms of two years. I judge from Superintendent _____'s letter that all members of the present board have been nominated for a new term, but, as you know, the Commission on the Revision of School Law is suggesting to the General Assembly certain changes as to the term of office of members of county boards of education throughout the State.—Attorney General, February 7, 1955.

and G. S. 115-372, and state that if the provisions of G. S. 115-372 are applicable to the situation, you feel that the Board of Trustees of the _____ Administrative Unit has acted in the utmost good faith, and suggest that this office should recommend to the Division of Purchase and Contract the approval of the award of the contract to _____ Awning and Tent Company.

I agree with you that there is apparent conflict between the provisions of G. S. 143-53 and G. S. 143-129 passed by the same Legislature. The situation becomes more confusing when we read G. S. 115-372. There was no similar provision in the School Machinery Act of 1931 (Chapter 430). This was evidently because the 1931 General Assembly took over the operation of the public schools only to the extent of relieving the counties of their responsibility for the six months constitutional school term. The extended term was still financed locally with certain aid from the State supplied by a property tax. However, the 1933 School Machinery Act (Chapter 562), which took over by the State, the complete responsibility for the maintenance of the public schools, contains in Section 25 thereof the following provision:

"That it shall be the duty of the State School Commission and the county boards of education, and boards of trustees in city administrative units, to act through and with the approval of the State Purchasing Agency in the purchase of all materials and supplies to be used in all the schools of the State. This provision shall apply to all extended terms as well as to the eight months term. The State Purchasing Agent and the State School Commission shall promulgate rules and regulations to carry out the provision of this act."

In substantially the same language this provision was carried forward in the School Machinery Acts of 1935, 1937 and in the permanent School Machinery Act of 1939, Section 23, Chapter 455, Public Laws of 1935, Section 23, Chapter 394, Public Laws of 1937 and Section 23, Chapter 358, Public Laws of 1939, (now codified as G. S. 115-372).

From time to time since January 1938 this office has expressed the view that the provisions of G. S. 115-372 are applicable to the expenditure of local as well as State funds. However, upon receipt of your letter I had a conference with Dr. Charles F. Carroll, State

(Continued on page 16)

LOOKING BACK

5 Years Ago

(N. C. Public School Bulletin, March, 1950)

C. E. Phinney, junior auditor in the Division of Auditing and Accounting, State Board of Education, died February 1 at his home in Raleigh.

Six phases of public education were analyzed recently for Salisbury city schools by Dr. Amos Abrams, Associate Editor of *North Carolina Education*, official publication of the North Carolina Education Association.

Trained engineers are now installing an intercommunication system in the Thomasville High School, according to Superintendent G. H. Arnold.

C. M. Abernethy of Lenoir has been nominated for the presidency of the North Carolina Education Association, it was learned here (Winston-Salem) yesterday.

All Greensboro schools except Terra Cotta and Edgeville have received State accreditation, Superintendent B. L. Smith announced today. (January 25)

10 Years Ago

(N. C. Public School Bulletin, March, 1945)

A total of \$44,773,368.66 was spent during 1943-44 for the operation of the public schools, it was learned from a recent compilation of expenditures from the local funds in the various administrative units.

In order to provide more food for the armed services and for use in the school lunchrooms, school principals are being urged by Dr. Clyde A. Erwin, State Superintendent of Public Instruction, to plant school gardens again this year.

A. E. Manley, Inspector of Negro High Schools, has been granted a year's leave of absence to study at Stanford University.

15 Years Ago

(N. C. Public School Bulletin, March, 1940)

The first printing of the new Cumulative Record form (folder) devised by a committee appointed by Superintendent Erwin last fall has been sent out as samples to the superintendents of the State for criticism.

More than 500 children from two to five years old were enrolled in eleven white and seven Negro WPA nursery schools, it was recently announced by the Education Division of the WPA.

Doctor Gobble-dyhook Says:

"It would appear self-evident that a more complete constellation of therapeutic measures would negate the social-personal maladjustment concomitants potentially related thereto." —*Courtesy Schools in Action*, New York State Dept. of Education.



30 Per Cent State's H. S. Graduates Enter College

Thirty per cent of the graduates of the State's public high schools in 1953-54 entered college last fall, according to figures just compiled in the office of the State Department of Public Instruction.

Last year, the compilation shows, 35,679 boys and girls graduated from high school—27,299 white and 8,380 Negro. There were 15,993 freshmen enrolled in the State's junior and senior colleges last fall. Subtracting from this number the 1,959 who were veterans and the 3,300 out-of-state students leaves 10,734 North Carolinians, 30.1 per cent of the high school graduates of 1953-54.

On a racial basis it is found that 8,759, or 32.1 per cent of the graduates of high schools for whites (including a small number of Indian schools) entered college last fall, whereas 1,975 or 23.6 per cent, of the Negro high school graduates of that year entered college.

(Continued from page 15)

Superintendent of Public Instruction, and Mr. David Q. Holton, Director of the Division of Purchase and Contract. Mr. Holton stated that he would be glad to confer personally with you and Superintendent _____ about the matter. On yesterday Mr. Holton stated that he has had a very pleasant conference with you and Mr. _____ and that under all circumstances, realizing that your Board has acted in the utmost good faith in the matter, he is willing to recommend to his Board that the award to _____ Awning and Tent Company be approved.—Attorney General, September 23, 1954.

MAKING TODAY'S NEWS

Granville, Oxford—Teachers and other school employees in the schools of Oxford and Granville County during the calendar year ending December 31 had a total of \$108,703.84 withheld from their earnings to meet their income tax payments.—*Oxford Public Ledger*, January 21.

Pitt. Contracts totaling \$84,825 were awarded yesterday by the Pitt County Board of Education for the construction of a physical education building at the Grimesland School.—*Greenville Reflector*, January 13.

Wake. Eight boys and girls from Wake County High Schools and Elementary Schools will present the problems of and possible solutions to teenage recreation at the Wake County Council PTA Study Course to be held at Wakelon High School in Zebulon, Thursday, February 3.—*Raleigh Times*, January 31.

Moore. More than a thousand people were on hand last week for the dedication ceremonies of the new Elise high school gymnasium and which featured a number of the county, political, church and civic leaders.—*Moore County News*, January 20.

Durham. Low bids for the addition to the new Northern High School totaled \$64,402, not including the architects fee, Charles H. Chewning, county schools superintendent, said yesterday.—*Durham Morning Herald*, January 28.

Cumberland. Importance of support of United Forces for Education at the local level was stressed last night by Bert Ishee, Fayetteville Junior High School principal, in an address before the Massey Hill Parent Teachers Association at the Massey Hill School.—*Fayetteville Observer*, January 25.

Rockingham. A five-week economic education workshop will get underway in Rockingham County Jan. 31 and continue each Monday through Feb. 28, designed especially for in-service teachers in that area, G. Leslie Brown, Chapel Hill, field director, State Council on Economic Education, said here (Chapel Hill) today.—*Raleigh News and Observer*, January 30.

Charlotte. A group of safety-minded citizens met at Myers Park High School last night and began taking positive action toward the formulation of improved teen-age automobile driving training programs in the State.—*Charlotte News*, February 1.

NORTH CAROLINA PUBLIC SCHOOLS

BULLETIN

April, 1955

RALEIGH, NORTH CAROLINA

Vol. XIX, No. 8

State Legislative Council Urges "Attendance Workers" in Four-Point Program

Adequate State appropriation for the employment of attendance workers, with State supervision, for improving school attendance and enforcing the compulsory school attendance law is one of the four needed laws advocated and urged by the State Legislative Council. The other three are a minimum wage law, extension of jurisdiction of juvenile courts to children 16 years of age, and separation of the Prison Department from the State Highway and Public Works Commission.

The Legislative Council represents 18 State organizations composed of a total membership of 300,000 citizens.

In answer to the question—Why Does North Carolina Need These Laws?—as it applies to attendance workers, the Council says:

"Because. . . drop-outs and absences represent needless loss of educational advantages to many of our school children and loss in human resources to our State.

- Last year 46,500 children dropped out of school before the end of the term.
- Last year, with an average daily attendance of 829,720, daily absences averaged 62,947.

"Because. . . irregular school attendance contributes to truancy and delinquency.

- 22.2 per cent of all juvenile court delinquency cases in 1953 were for truancy.
- More than 62 per cent of the persons sentenced by North Carolina courts during the 1953-54 fiscal year had never been to high school.
- One-half the prisoners admitted to Central Prison and Women's Prison during the 1953-54 fiscal year had never completed high school.

"Because. . . North Carolina has had a compulsory school attendance law since 1913, but has never appropriated any funds to implement and enforce this law.

"Because. . . only 70 of the 174 school administrative units now have attendance workers. These 70 workers are employed locally, meeting no uniform qualifications and, through lack of funds, having no guidance and supervision on the State level."

Making Elementary Science More Meaningful Discussed By Northeastern Supervisors

"Making Elementary Science More Meaningful" was the theme of the February conference of supervisors of the Northeastern District of the North Carolina Education Association. The day-long session was held in Greenville with Annie Lee Jones presiding.

The morning panel was built around the conference theme and included Dr. Eva Williamson, East Carolina College, as moderator; Frances Wahl and Sally H. Klingenschmitt of the campus demonstration school; and James Dunlap and Homer Lassiter of the State Department of Public Instruction. Emphasis throughout the panel was on techniques through which elementary teachers may gain security in the teaching of science.

In later talks Dr. Allan Hurlburt, Assistant State Superintendent, discussed "Utilizing Pupil Interest in the Teaching of Elementary Science"; and Dr. Vera MacKay of East Carolina College spoke on "Effective Supervision in the Public Schools." At the luncheon meeting Principal Sam D. Bundy of the Farmville High School discussed "What Principals Expect of Supervisors."

The enthusiasm evidenced at this conference for the improvement of science teaching in the elementary school was altogether encouraging. The pooling of information from a number of valuable sources was likewise sensible; and the sharing of opinions and

Bulletin on the Use of Maps

The Denoyer-Geppert Company, Chicago, Ill., has recently published a bulletin, "Successful Teaching With Maps." This bulletin is intended as a teacher's manual to be used with the Denoyer-Geppert Series Wall Maps. It may be found useful, however, to many other teachers of the social studies, especially geography.

concerns during the day was constructive and practicable. Teachers, supervisors, administrators, college personnel, and State Department personnel co-operated in the planning and execution of this excellent meeting. Outstanding among the comments of evaluation was this one, "If the supervisors of the Northeastern District could have six such meetings per year, some of two days' duration, instructional problems in this area would gradually disappear. Can we be smart enough to budget our time to include more such professional meetings? Nothing would help supervisors, teachers, administrators, and pupils more!"

Need Up-To-Date Filing System?

Suggestions for an up-to-date filing system for Vocational Agriculture Departments have recently been compiled and issued by A. L. Teachey and C. C. Scarborough of the Agricultural Education Department.

This nine-page bulletin includes numerous practical suggestions for organization and maintenance of filing systems. Copies are available to interested personnel who have not thus far received any.

Superintendent Carroll Says . . .

Education is literally everybody's business! The parent, obviously, desires that his child receive the finest experiences possible in school; not only in the areas of reading, writing, and arithmetic, but in additional R's as well—respect, responsibility, and wholesome recreation.

The educator—teacher, principal, superintendent, and supervisor—each has ideals for every child for whom he is responsible. Certainly, education is the business of the professional educator.

Business and industrial people are also interested in education; in addition to their own training programs, big and little businesses increasingly are accepting responsibilities for good education throughout the State and the Nation.

Wherever one is today, he is surrounded by more and more citizens who feel that good schools are not only desirable but mandatory if individuals are to develop their potentialities of leadership, service, and harmonious living. This, to be sure, is one of the encouraging characteristics of modern society.

Another aspect of the total picture, perhaps even more encouraging, is the fact that individuals and groups who are interested in the schools are finding more effective ways of working together in the accomplishment of their goals for the schools. Most encouraging of all, however, is the fact that such individuals and such groups are discovering that they can also work effectively with the schools themselves. Functional cooperation among all those interested in education leads inevitably to growth and progress.

This type of cooperation, which is essentially creative, constructive, and continuous, is possible only when individuals and groups

- Agree that the youth of the State must have an educational program which enables them to meet the day-by-day problems which they will face
- Realize that everyone's point of view is worth considering solely on its merits and solely in terms of common objectives.
- Find time to determine facts, evaluate their significance, and plan patiently each aspect of the program.

It is fortunate that in North Carolina today many individuals and many groups are realizing the necessity for everyone's joining hands in the development of an educational program suitable to the times in which we live, compatible with the known characteristics of youth, and adequate for the numbers which surround us.

Yes, education is everybody's business; for, each of us has stock in this great business. As we invest heavily and wisely with our interest, our intelligence, our time, our patience, and our money—the chances increase that our dividends will be great and rewarding.

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NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Ye Editor Comments...

Some Questions Re Higher Education

Apropos the Report on State-supported Higher Education in North Carolina, it might be of interest to take a look at the whole picture of higher education in the State from the standpoint of size of the institution based on enrollment. A table showing such figures is shown elsewhere in this number of the BULLETIN.

A look at these figures in connection with other known information raises the following questions, which are by no means typical to this State:

1. How much can colleges expand their campuses to take care of expected future enrollments? All of our institutions are relatively small, so it seems reasonable to suppose that they could be larger in terms of numbers.

2. Can the private institutions find sufficient funds with which to expand their facilities to take care of increased enrollments?

3. Should State-supported institutions be expanded to take care of the increased number of boys and girls who will make applications for entrance at these institutions?

4. Should the State set up a number of two-year institutions, strategically located throughout the State where high school graduates may pursue their learning at low cost by living at home?

With an expected increase in high school graduates from 34,500 this year to 62,900 by 1969-70, there will be a corresponding increase in the number who will desire a college education. It is estimated that this number will be 84,400 by 1970, coming up from 45,358 this year. In order to prepare for this increase in the college population there must be much planning and study.

"Special Education"

We wish to call our readers' attention to the section of this publication which gives information concerning what is commonly termed "Special Education." In reality, the education by this name is simply a program whereby physically and mentally handicapped will be given special instructional services in accordance with their respective needs. Children classified in these groups are given the same instruction as is given to regular classroom children in so far as they are able to profit by such instruction together with such additional or different services which appear to be necessary.

This Program of Special Education as a part of the public school system is relatively new, having only gotten underway following action of the 1947 General

Assembly. State funds were authorized by the 1949 General Assembly. During the first year, 1949-50, of the State-aided program, a total of 54 teachers, 25 State-paid and 29 paid from local funds, were employed to aid in giving special instructional services to 2,161 children. Last year, 1953-54, this Program reached 7,802 children with the help of 162 special teachers. The Program, in one or more of its phases, is now being operated in 32 county and 28 city administrative units. It is evident, therefore, as good as the Program appears to be, that it has not yet reached many boys and girls who need such services as this Program envisages.

Vicious Circle?

North Carolina, according to the 1952 per capita income, ranks 45th among the states, the amount being \$1,049. Only Alabama, Arkansas, and Mississippi have a lower average.

North Carolina during 1950-51 spent \$143 per pupil in average daily attendance for public education from State and local sources. In this respect this State ranked 41st among the 48 states.

North Carolina's population 25 years and older with less than five years of school in 1950 was 21.1 per cent. This State ranked 43rd in this respect.

North Carolina's per capita retail sales in 1952 was \$717, ranking 45th in this respect with only Alabama, South Carolina and Mississippi having lower per capita retail sales.

North Carolina had in 1950 570 school-age children for 1,000 wage-earning adults. This State ranked 44th in this category.

These are all low ranks, and no doubt the low rank in one factor materially affects or helps determine the low rank in other factors. In order to raise these ranks with respect to education, there are two things we must do: (1) Raise the per capita income; (2) increase the number of wage earning adults, or decrease the number of school-age children. By making these two changes, there would be more money to spend and thus the retail sales would be increased. An increase in retail sales would give more money to spend for education, and so on, thus reversing the vicious circle we now appear to be in. The \$64 question, however, is to get these affecting factors—larger income and increased sales—operating. Ostensibly, one way is to improve our standing in public education, for it is a well-known fact that an educated citizenship earns and spends more money.

More Smaller Colleges in the State But Three Have One-Sided Enrollment

Of the 60 institutions of higher learning in the State, 38 or 63.3% have less than 500 students enrolled this year, according to college enrollments as of October 1, 1954, recently collected by James E. Hillman, Secretary-Treasurer of the North Carolina College Conference. Of the 45,358 students enrolled at that time, 15,367, or 33.9 per cent, were in three of these institutions, two State-supported and one private.

An analysis further shows that the 12 State-supported institutions (6 white, 5 Negro and 1 Indian) are divided according to enrollment as follows:

45.1% (10,341) in 2 having more than 3,000 students

Whiteville Handbook Includes Many Topics

Whiteville city unit has issued a handbook which includes many topics of value to school employees. This handbook is divided into three sections, each of which is prepared under different leadership. Superintendent L. A. Bruton is responsible for the first section, which deals with over-all policies and regulations for the entire school system. The remaining sections are the responsibility of the elementary and high school principals.

Included among the many topics in the superintendent's section of the book are the following: general policies concerning advertising and clerical work, duties of the principal, procurement of supplies and maintenance services, salesmen and agents, substitute teachers, handling of school money, aims for grade mothers, school-sponsored student travel, instructional films, objectives of the supervisory program, and using the cumulative folder.

Teachers' handbooks are being more commonly used apparently, than heretofore; and, by and large, seem to be superior to those of recent years. When cooperatively formulated and thoroughly understood, there is every reason to believe that they definitely make for better instruction and for better human relations. Schools in the process of developing or revising their handbook for teachers might profit from studying the manual used by the Whiteville city schools.

29.7% (6,825) in 3 having from 2,000 to 2,999 students

12.5% (2,858) in 2 having from 1,000 to 1,999 students

10.1% (2,319) in 3 having from 500 to 999 students

2.6% (600) in 2 having less than 500 students

The following tables presents these figures as to senior and junior colleges, public and private, and as to race:

N. C. INSTITUTIONS OF HIGHER LEARNING ACCORDING TO SIZE						
1. NUMBER						
Size based on enrollment	Over 3000	2000 2999	1000 1999	500 999	Less than 500	Total
PUBLIC:						
Sr. white	2	2	1	1	—	6
Jr. white*	—	—	—	—	3	3
Total	2	2	1	1	3	9
Sr. Negro	—	1	1	2	1	5
Jr. Negro*	—	—	—	—	2	2
Total	—	1	1	2	3	7
Sr. Indian	—	—	—	—	1	1
Total	2	3	2	3	7	17
State-supported	2	3	2	3	2	12
% State-supported	16.7	25.0	16.7	25.0	16.6	100.0
PRIVATE:						
Sr. white	1	—	1	7	8	17
Jr. white	—	—	—	1	18	19
Total	1	—	1	8	26	36
Sr. Negro	—	—	—	2	4	6
Jr. Negro	—	—	—	—	1	1
Total	—	—	—	2	5	7
Total	1	—	1	10	31	43
GRAND TOTAL	3	3	3	13	38	60
Per Cent	5.0	5.0	5.0	21.7	63.3	100.0
2. ENROLLMENT						
PUBLIC:						
Sr. white	10,341	4,703	1,452	897	—	17,393
Jr. white*	—	—	—	—	748	748
Total	10,341	4,703	1,452	897	748	18,141
Sr. Negro	—	2,122	1,406	1,422	439	5,389
Jr. Negro*	—	—	—	—	176	176
Total	—	2,122	1,406	1,422	615	5,565
Sr. Indian	—	—	—	—	161	161
Total	10,341	6,825	2,858	2,319	1,524	23,867
State-supported	10,341	6,825	2,858	2,319	600	22,943
% State-supported	45.1	29.7	12.5	10.1	2.6	100.0
PRIVATE:						
Sr. white	5,026	—	1,704	5,197	2,368	14,295
Jr. white	—	—	—	862	3,673	4,535
Total	5,026	—	1,704	6,059	6,031	18,830
Sr. Negro	—	—	—	1,155	1,472	2,627
Jr. Negro	—	—	—	—	34	34
Total	—	—	—	1,155	1,506	2,661
Total	5,026	—	1,704	7,214	7,537	21,491
GRAND TOTAL	15,367	6,825	4,562	9,533	9,061	45,358
Per Cent	33.9	15.0	10.1	21.0	20.0	100.0

* Not State-supported.

Scholarships in Education Offered by University

Forty-five graduate scholarships will be available in the School of Education at the University of North Carolina for the 1955 summer session and for the 1955-56 academic year.

Scholarships for the summer session, 41 in number, range from \$100 to \$225 each. These will be awarded no later than May 1.

Those interested in applying for these scholarships, fellowships, and assistantships should write immediately to the dean of the School of Education, University of North Carolina, Chapel Hill.

Patsy Montague To Serve As Magazine Review Editor

Patsy Montague of the State Department of Public Instruction has been invited by the executive board of Childhood Education International to serve as review editor for its magazine, *Childhood Education*, for the next two years.

Responsibilities of this position include the reading and reviewing—"with brief and intriguing annotations"—bulletins and pamphlets pertaining to childhood education. Miss Montague will be assisted by two others interested in the field of elementary education. She will name her assistants soon.

Supt. Pugh Announces Plans for Retirement

Superintendent J. F. Pugh has announced his plans for retiring as superintendent of the Camden County schools, a position he has held for the past ten years. In recognition of Mr. Pugh's contribution to education in the State, the Elizabeth City Advance printed the following editorial:

"While his action was not entirely unexpected, the announcement by J. F. Pugh that he is retiring as superintendent of the Camden County schools is received with regret by those who are familiar with his work.

"Pugh, a native of Camden County, has devoted a long life to North Carolina public school education. Most of that time was spent in other areas, but for the past ten years he has devoted himself to providing his native county with one of the finest rural school systems in the entire State.

"As a result of his action, Camden County has a fine consolidated school system, accomplished in spite of considerable opposition and failing health. Regarded as an authority on North Carolina history, Pugh has devoted his spare time over the past few years to preparation of a history book and when he retires from his superintendent's post next June, he will have time to complete his book.

"Some men leave costly materials when they retire from a successful business but not Pugh. In many years of teaching and administering public school affairs, he has a living memorial that will not be forgotten. We regret to see the Camden school official out of active service, but he has more than earned a rest from the hard requirements from the post."

President's School Construction Plan Not Favored by Leading Educators

The President's plan for Federal aid for school construction leaves leading educators of the Nation skeptical as to the actual good it will do. Instead of a 7 billion dollar plan, they say, the proposal would provide only 67 million dollars a year for three years. The National Education Association and the National Council of Chief State School Officers are not supporting the plan.

Summing up the views of the states, Dr. Edgar Fuller, executive secretary of the Council of Chief State School Officers, told the Senate committee:

"This bill just doesn't fit education. It was produced by people completely unacquainted with the local-state-Federal pattern of education.

"It is written in the tone of a mortgage banker lending money to a pauper to tie him down so solidly as to get the money back plus interest. That isn't the way education is organized and advanced.

"It's fantastically complex—a banker's bill rather than one that springs from the information we have about educational finance.

"I have never seen a bill with more objectionable features."

NEA executive secretary William G. Carr made this estimate of the President's proposal: "... It provides too little aid and too much control. The bill would provide only \$67,000,000 a year for three years. The statement by Secretary Hobby and Commissioner of Education Brownell that their proposal 'would put \$7 billion of Federal, State, local and private funds to work during the next few years' has raised false hopes."

Among the chief critics of the President's plan are the states themselves. Chief State School Officers in more than 30 states have expressed their disapproval. The following comments have been placed into the record at hearings now being held by the Senate Labor and Public Welfare Committee:

ALABAMA—"Highly objectionable."

ARKANSAS—"Wholly inadequate—wrong approach entirely."

CONNECTICUT—"Of little help or no help to Connecticut—would cause delay, would even be dangerous."

KANSAS—"Contrary to Kansas philosophy."

MAINE—"What will help most to build more Maine school buildings is money."

MONTANA—"Utterly useless to Montana."

NEBRASKA—"Nebraska would not qualify."

NEW HAMPSHIRE—"Little help to New Hampshire."

NEW YORK—"Of no substantial use to New York State."

OKLAHOMA—"Violates the policies of Oklahoma."

RHODE ISLAND—"Abhorrent to Yankee tradition."

TENNESSEE—"All four titles (of bills) undesirable, complex, cumbersome, full of red tape."

VIRGINIA—"Whoever wrote the bill did not have Virginia in mind."

WISCONSIN—"Raise serious constitutional questions."

Opinions Sought On Use Of Health Publications

Teachers and supervisors of instruction have been requested by Charles E. Spencer, Director of School Health and Physical Education in the Department of Public Instruction, and Mrs. Annie Ray Moore, Health Educator, to report the ways in which the State Department publication entitled *Health Education* has been used during the past year. This is the first school year that *Health Education* has been in use during the entire year.

"We are especially interested in the in-service activities, both unit-wide and those done in individual schools, committees, or groups, but would also like to know something of its use by individual teachers," these State Department members stated in their letters to supervisors of instruction. It is the purpose of the Division of School Health and Physical Education to summarize the reports which are submitted relative to how health education has been used and prepare a small bulletin for distribution early in the fall.

Teachers and supervisors throughout the State have, it seems, an opportunity as well as a responsibility for cooperating with the Division of School Health and Physical Education in improving its services. Obviously, those who have used this State Department publication, more than anyone else, know its relative strengths and weaknesses. More important perhaps is the fact that through sharing techniques of using this bulletin effectively teachers and supervisors throughout the State will profit considerably.

Problems of Elementary Principals Indicate Need for Special Training

Professional problems of selected elementary school principals, the thesis of a special study sponsored by the Cooperative Program in Educational Administration, reveals seven major concerns of beginning and experienced principals. The study is significant because of the creative and scientific manner in which the data were collected.

Matters of concern indicated in the 1274 reports from twenty-five principals have been analyzed under the following categories, which are listed in order of their report volume:

- Staff personnel
- Pupil personnel
- School-community relations
- Instructional leadership
- Provision and maintenance of space and equipment
- The principal and the central office
- The principal

Co-authors of this study, William H. Graves, Jr., and Nathan Stroller, say concerning the ranking of problems pertaining to *instructional leadership*, "Because we found so few problems focusing on this function, we are somewhat disturbed lest this mean that other concerns, demanding more immediate attention, are forcing the principal either to delegate this major responsibility to others or to neglect it almost entirely."

Pressures which continually face the elementary principal, plus the innumerable "administrativia," seem to be factors affecting the limited attention to matters pertaining to *instructional leadership*. To restore the elementary principal to a merited position as instructional leader would seem to involve several considerations:

- "Reducing the pressures caused by increased enrollments, teacher and clerical shortages, delayed building programs, and other related handicaps;
- "Providing the principal with professional training that will better equip him to assume a leadership role in curriculum development; and
- "Establishing local communications, policies, procedures, and objectives which will facilitate a better coordination of personal effort toward curriculum development."

Findings relative to personnel problems are equally interesting. The study reveals that 58.9 per cent of the problems listed pertain to staff personnel,

pupil personnel, and school-community relations; whereas, 13.7 per cent relate to instructional problems. An analysis of the 101 daily diaries submitted by these administrators over a span of four months indicates that they spent 66.9 per cent of their time in face-to-face communication with various types of personnel.

A proposal resulting from this investigation is that a graduate course in "problems of the elementary school principal" be included in the graduate course offerings of schools of education—this course to be identified with a particular staff member, but to be conducted by two or three advanced, full-time graduate students, preparing for a career in the elementary principalship, and with course content, determined by the participants, which places emphasis on the immediate problems of the job.

Taylor Dodson To Receive Doctors' Degree in June

Taylor Dodson, Adviser in Physical Education for the State Department of Public Instruction since 1950, recently qualified for the Doctor of Physical Education degree. The degree will be conferred by Indiana University in June, 1955. Dodson's dissertation is entitled, "Evaluation of the Physical Education for Boys in Selected North Carolina High Schools."

Born in Rockingham County, Dodson graduated from Bethany High School. He attended Berea College in Kentucky, Duke University, and the University of North Carolina prior to his study at Indiana. He received the B.S. and M.A. degrees from UNC and the Doctor of Physical Education degree from Indiana University.

Dodson is a member of a number of State and national professional organizations and holds office and important committee assignments in several of them. He has written articles which have appeared in *North Carolina Education*, *The Physical Educator*, *The Health Bulletin*, *The Educational Digest*, *The Bulletin* of the National Association of Secondary School Principals, *The Journal of Education*, *Recreation*, *Recreation Review*, the *Newsletter* of the North Carolina Association for Health, Physical Education and Recreation, and *The High School Journal*.

Pre-School Bulletin Contains Practical Ideas

"Planning Pre-School Programs," a fifteen-page mimeographed bulletin sponsored by the School Health Coordinating Service, the State Department of Public Instruction and the State Board of Health, lists many practical suggestions for planning pre-school clinics and conferences.

The bulletin is divided into ten sections:

- Importance of preparing the child for school
- The orientation (or educational phase)
- The clinic phase (Medical examination and immunizations)
- Some of the plans in use in the State for achieving the purposes of both phases
- Some things to consider in choosing or developing a plan for use
- Planning: County-wide and city-wide
- Local school planning
- The day of the clinic or conference
- Evaluation and follow-up
- Suggestions for preparing a booklet of information for parent and child.

This timely and well-prepared bulletin should be of practical value to many teachers and principals throughout the State as plans for pre-school programs are being completed. Particularly practical is the section of the bulletin entitled "Local School Planning." Under this section, seventeen effective suggestions are made whereby local planning may be more satisfactory.

N. Y. Study Reveals Student Shortcomings

Poor reading ability, little respect for school authority, and a lack of sense of responsibility mark a great number of New York City's high school students, according to a recent High School Teachers Association study.

Other shortcomings mentioned in the study include: failure to realize that rewards or advancement must be earned; deficiency in amount of work they do on assigned tasks; poor conduct during school hours; lack of integrity; inability to cope with a topic or problem in a thorough manner; weak knowledge of facts on which to base opinion; failure to be polite; inability to follow directions.

Nearly 1,000 of the city's teachers took part in the study which was not designed to collect statistics, but to obtain judgments of individual teachers.—*Senior Scholastic*.

Radio-TV Institute Will Be Held June 12-26

The fifth North Carolina High School Radio-TV Institute will be held June 12-26 at the University of North Carolina, Chapel Hill, according to a recent announcement by Earl Wynn, Institute Director.

Attendance at this Institute will be limited to thirty students who have completed the eleventh or twelfth grade. Mr. Wynn stated in his letter to the high school principals and teachers of English and dramatics. The cost for the 15-day period is approximately \$100. Application must be received not later than May 10, 1955.

An announcement and application blank containing additional information may be secured from the Institute, Box 1291, University of North Carolina, Chapel Hill.

City Board Members Selected by Variety of Methods

Members of the boards of trustees for 74 city administrative units are selected by a variety of methods, according to a recent study by Superintendent R. R. Morgan of the Mooresville city unit.

Superintendent Morgan, on leave of absence to take additional work at the University, found in his study that board members of 33 of the 74 city units were elected by popular vote, 40 were appointed, and one was selected by a combination of election and appointment.

Of the 33 elected members, 28 were elected from the district at large, one from the district at large on a partisan basis, and four from the district by wards.

Of the 40 appointive members, 20 were appointed at large by the city council, four by wards by the city council, two at large by the board of aldermen, one on ward basis by the mayor with approval of city council, seven by the county board of education, two by the city council on recommendation of the county board of education, two by the local board of trustees (self-perpetuating), one by the Legislature upon recommendation of the Democratic Executive Committee, and one by the Legislature.

County board members are nominated in the party primaries or conventions and appointed by the Legislature.

Secondary Teachers May Get Fellowships

Fellowships will be awarded to outstanding senior high school teachers of North Carolina for study in the broad area of the humanities, according to a recent announcement of the John Hay Whitney Foundation.

The men and women selected for awards will be in residence at either Yale or Columbia and will participate in special programs developed in cooperation with the faculties of those institutions. The full resources of Yale and Columbia will be available to the John Hay Fellows, but it is not the intention of the program that the work be taken for credit toward academic degrees.

Teachers of all subjects who meet the following eligibility requirements may be nominated. The candidates must: (1) Be teaching currently in one of the designated states; (2) Be between the ages of 30 and 45 at the time application is made; (3) Have at least five years of high school teaching experience, the most recent two of which shall have been in the present employing school system; (4) Be permanent instructors who spend at least one-half their assigned school time in actual classroom teaching; (5) Have demonstrated the personal and professional qualifications which will enable them to profit by the year of study and to stimulate their colleagues upon their return.

Fellowships awards provided by the John Hay Whitney Foundation will include stipends equal to the salaries expected from the employing school system during the fellowship year, and in no case less than \$3,000.00, as well as grants for tuition and transportation.

While such fields as languages, literature, history and the fine arts are most commonly associated with the humanities, nominations will be welcomed for all eligible teachers of other subjects, including the social sciences and the natural sciences, who have shown their broad interest in the humanistic tradition.

As in the past four years during which the program has been in operation, each teacher accepted for study as a John Hay Fellow must be granted a year's leave by his employing school system and must agree to return to it following his university work for at least one year. All applicants are nominated by the local superintendent of schools or other official who is in a po-

sition to help plan a proposed program of graduate studies and to utilize the Fellows' new experience upon their return to high school teaching.

Inquiries from teachers and administrators should be directed to the Division of the Humanities, John Hay Whitney Foundation, 630 Fifth Avenue, New York 20, New York. The deadline for receipt of completed nominations is May 31, 1955.

Schools May Now Get Bus Driver Certificates

School personnel in North Carolina have recently been advised by the Department of Motor Vehicles that merit award pins and certificates are now available for bus drivers whose services have been superior over a period of one, two, three, or four years.

Requirements for honor pins and certificates include the following:

1. One hundred twenty days minimum driving period.
2. No accidents chargeable to driver.
3. No confirmed reports of unsafe driving practices.
4. Punctuality and cleanliness.
5. Attitude of driver in or out of school.

Pins and certificates may be ordered directly from the L. G. Balfour Company, Box 1009, Durham.

Graduate Scholarships Available in Audio-Visual Education

The Audio-Visual Center at Indiana University has available for the coming academic year (1955-56) several graduate assistantships and part-time appointments for students who wish to take graduate work in audio-visual education and a subject-matter field such as science, social science, health or elementary education.

Stipends range from \$900 to \$2,400, depending on the amount of time devoted to work activities. Activities will include preparation of units of materials involving the preparation and use of audio-visual materials in chosen subject-matter areas for distribution to schools and adult groups.

For information write to: L. C. Larson, Director, Audio-Visual Center, Indiana University, Bloomington, Indiana.

162 TEACHERS EMPLOYED TO GIVE SPECIAL

INSTRUCTION TO 7,802 HANDICAPPED CHILDREN

State's Program Gradually Expands

One hundred and sixty-two teachers were employed during 1953-54 to instruct 7,802 children with mental and physical handicaps, according to a report on the Education of Exceptional Children recently issued by the State Superintendent of Public Instruction.

This program of Special Education, as it is called, has more than trebled since 1949-50 when 54 teachers were employed to give special instruction to 2,161 pupils. The foundation for this program was laid when the General Assembly of 1947 provided for the establishment of a Division of Special Education in the State Department of Public Instruction "for the promotion, operation, and supervision of special courses of instruction for handicapped, crippled, and other classes of individuals requiring special types of instruction." During the first school year following its actual beginning on October 1, 1948, the division gave its attention to the education of 182 children who were convalescing from poliomyelitis in four hospitals of the State—Asheville, Charlotte, Greensboro, and Monroe. Eleven teachers were allotted to these hospital centers.

The General Assembly of 1949 authorized the State Board of Education "to provide from funds available for public schools for a program of special education" in accordance with the 1947 act under such rules as the Board might prescribe.

1. Special classes or centers for severely crippled children, with the children being transported in specially equipped station wagons, small buses and taxis to specially equipped ground-level classrooms.

2. Instruction of children confined to their homes because of physical handicaps and long periods of convalescence. School-to-home electrical devices in connection with a visiting teacher for the home-bound.

3. Instruction for children in hospitals, convalescent centers, and sanitarium.

4. Services of itinerant teachers of *speech correction* who serve an entire city or county administrative unit, working with children who stutter, have delayed speech, or other articulation problems.

5. Classes or services for *visually handicapped* children whose vision is too poor to read regular textbooks and who need bold or clear type books as well as other aids.

6. Classes for *mentally retarded* children, organized on a divided program basis with children spending part of the time in a regular classroom and the remainder of the day in a special class in which the curriculum is planned and adjusted to meet the needs of each individual child.

Tables

Table 1 shows: (1) the enrollment and (2) the number of teachers employed for each of the five years beginning with 1949-50. Both parts of this table are subdivided into the

● Not so many children in the defective vision and hearing areas—in 1953-54 there were 58 with vision handicaps and only 18 with hearing difficulties aided by special services under this program.

● In all these areas 162 teachers were employed in 1953-54, 121 of the number being allotted and paid by the State and 41 paid from local funds.

Table II shows that some of the children with major handicaps also had other handicaps. For example, of the 4,478 with defective speech handicaps, 445 were also mentally retarded, 66 were crippled, 76 had handicaps of vision, and 227 had hearing difficulties. In other words, the problems of special education for these particular children are multi-

plied where the children have multiple handicaps.

Table III gives a breakdown by areas of handicap and by county and city units of the number of children served by the Special Education program during 1953-54. The total number of teachers employed is shown in the last column of the table, and at the end of each section a division by races—white and Negro—is made.

As will be observed the program has not reached all administrative school units—only 32 counties and 28 cities. As to race, the total number of children served was 74.3 per cent white and 25.7 per cent Negro. County units furnished 41.4 per cent of these children, whereas 58.6 per cent were from city units.

III. SPECIAL EDUCATION, 1953-54

1. County Units

Unit	Enrollment by Handicap				Total Teachers
	Mentally Retarded	Speech Crippled	Hearing Vision	Total	
Alamance	21	189	12	....	222
Buncombe	20	230	26	....	276
Cumberland	25	....	....	....	25
Duplin	25	....	....	....	25
Durham .....	....	86	28	....	114
Edgecombe .....	....	43	....	....	43
Forsyth	47	....	11	....	58
Graham .....	....	28	7	....	35
Guilford .....	....	192	....	....	192
Harnett	30	138	....	....	168
Hoke	92	3	....	....	95
Jackson	30	....	....	....	30
Johnston	116	64	3	....	183
Jones	30	....	....	....	30
Lenoir	24	21	....	....	45
Martin .....	....	950	....	....	950

require different or additional services than those required for normal classroom children. In this program such children have been classified as the physically handicapped and the mentally retarded. The physically handicapped include the following: (1) crippled, and those with (2) speech defects, (3) vision defects, and (4) hearing defects. This group also includes those with health problems resulting from cardiac conditions, epilepsy, and other diseases.

Provisions Made

The following provisions are now being made in the program of Special Education:

I. SPECIAL EDUCATION CLASS SHOWING TYPE OF HANDICAPPED CHILD

1. Enrollment

Area	1949-50	1950-51	1951-52	1952-53	1953-54
Defective Speech	840	1,697	2,475	2,493	4,478
Mentally Retarded	1,120	1,804	2,365	3,139	3,106
Crippled	135	234	347	192	142
Defective Vision	52	113	77	20	58
Defective Hearing	14	40	54	57	18
Total	2,161	3,888	5,318	5,901	7,802

2. Teachers

Defective Speech	7	13	22	35	45
Mentally Retarded	35	45	70	83	96
Crippled	7	12	16	31	16
Defective Vision	4	4	4	4	4
Defective Hearing	1	3	0	1	1
Total	54	77	112	154	162
State-allotted	25	50	75	113	121
Locally Financed	29	27	37	41	41

II. MULTIPLE HANDICAPS, 1953-54

Major Handicap	No.	Speech	Mental	Crippled	Vision	Hearing
Defective Speech	4,478	...	445	66	76	227
Mentally Retarded	3,106	370	...	39	101	53
Crippled	142	37	31	...	24	4
Defective Vision	58	2	...	...	...	...
Defective Hearing	18	12	1	...	1	...
Total	7,802	421	477	105	202	284

Person	11	106	...	...	117	2
Rowan	130	...	...	...	130	4
Rutherford	93	108	...	...	201	2
Sampson	...	97	...	...	97	1
Swain	17	...	...	...	17	1
Tennessee	54	...	...	...	54	5
Wake	134	...	...	...	134	4
Warren	18	...	...	...	18	1
Washington	...	53	...	...	53	1
Wayne	...	159	...	...	159	2
Yadkin	71	...	...	...	71	1
Total	1,112	2,014	103	...	3,229	74
White	886	1,499	87	...	2,472	58
Negro	226	515	16	...	757	16

2. City Units

Asheville	32	137	...	...	13	182	5
Charlotte	441	565	32	18	...	1,056	26
Concord	33	...	...	...	...	33	1
Durham	30	442	...	...	...	472	6
Elizabeth City	28	19	...	...	...	47	1
Elkin	68	4	...	...	...	72	1
Fayetteville	...	79	...	...	...	79	1
Gastonia	45	...	...	...	...	45	1
Goldsboro	46	12	...	...	...	58	1
Greensboro	293	22	...	...	15	330	3
Greenville	73	...	...	...	...	73	4
Hendersonville	...	109	...	...	...	109	1
Hickory	17	189	...	...	...	206	2
High Point	...	181	...	...	...	181	2
Kinston	...	44	...	...	...	44	1
Leaksville	150	...	...	...	...	150	2
Mt. Airy	15	...	...	...	...	15	1
Oxford	18	...	...	...	...	18	1
Raleigh	41	102	...	...	...	143	3
Reidsville	116	...	...	...	...	116	1
Rocky Mount	...	274	...	...	...	274	2
Salisbury	97	...	...	...	...	97	3
Sanford	6	11	...	...	...	17	1
Tarboro	30	...	...	...	...	30	1
Washington	...	105	...	...	...	105	1
Whiteville	...	45	...	...	...	45	1
Wilson	...	124	...	...	...	124	2
Winston-Salem	415	...	7	...	30	452	13
Total	1,994	2,464	39	18	58	4,573	88
White	1,271	1,984	27	12	28	3,322	57
Negro	723	480	12	6	30	1,251	31
Grand Total	3,106	4,478	142	18	58	7,802	162
White	2,157	3,483	114	12	28	5,794	115
Negro	949	995	28	6	30	2,008	47

Dr. Carroll Makes Address Dedicating Joyner and Erwin Buildings at ECC

Dr. Charles F. Carroll, State Superintendent of Public Instruction, made the dedicatory address at ceremonies dedicating two new buildings on the campus of East Carolina College on March 8 honoring the memory of James Yadkin Joyner and Clyde Atkinson Erwin. This address follows:

A dedication such as this has a threefold objective—it serves to recall, with pride, the traditions and the principles which have characterized the history of an institution; it symbolizes the continuing growth and the expanding influence of an institution's services; and finally, it reaffirms our faith in those *qualities* which make men great and in those *processes* through which men come to achieve a fuller life for themselves and a better life for their fellow men. Objectives such as these are worthy and profitable. They give us an opportunity to appraise our own patterns of life against the standards of excellence so exemplary in the lives of those two great souls whom we honor today. Truly, we shall not comprehend the potential significance of this occasion unless we perceive the spirit of nobleness from which James Yadkin Joyner and Clyde Atkinson Erwin derived their vision and their inspiration for statesmanship.

The appropriateness of this dual dedication is almost uncanny. The record reveals some unique parallels in the educational experiences and achievements of the pioneers whose memory will be further perpetuated in the dedication of two buildings today. Both Dr. Joyner and Dr. Erwin gave long years of courageous leadership to public education, each serving as State Superintendent of Public Instruction for approximately seventeen years—longer than any of their predecessors. Likewise, both Dr. Joyner and Dr. Erwin assumed the office of Superintendent at a critical moment in the life of our State; and, similarly, both converted these crises into opportunities for progress.

In 1902, when Dr. Joyner became Superintendent, the public schools of North Carolina were among the poorest in the nation. The Constitution required only a four-months school term; teachers were poorly trained; salaries were meager; and many of the schoolhouses, especially in the rural districts, were log cabins. And yet the situation was not dark—not to J. Y. Joyner. In his

first Report to Charles B. Aycock he wrote:

"The record of the old century is made up—the book is closed. A new century is opening its splendid portals at our feet. The spirit of this century is universal education."

Armed with infinite mental and physical stamina, motivated by faith and hope, and undergirded by a conviction that a basic aspiration of all people is the education of their children, Dr. Joyner waged "a campaign of education for education, such as was, perhaps, never before known in the State." By creating public sentiment for schools, significant cornerstones were laid for the system of education we enjoy today: the minimum constitutional school term was extended from four to six months, libraries were established, teachers were trained and certificated, school transportation at public expense was begun, school attendance became compulsory, funds accruing to the State Literary Fund were designated for the exclusive purpose of schoolhouse construction and improvement, the first public high schools with State aid were established, and the school curriculum was enriched with courses in Agriculture and domestic science. Respected, honored, and loved—his name and vision will forever challenge us to be sincere in our believing, courageous in our thinking, and consecrated in our manner of working.

Time passed, the cycles of fate revolved, and the counterpart to Dr. Joyner's noble career emerged. Dr. Erwin came into office when the State was just recuperating from the financial depression which had gripped the nation in the early 30's and when public education along with everything else had suffered a severe reversal. The local tax structure, upon which the greatest portion of school support was based, had broken down entirely. Again, the school system of our State had to be reconstructed. Believing, as he stated to the 1937 General Assembly, that "the education of childhood has significance beyond the boundaries of any community" and that "it is the responsibility of democratic government to see that the strong shall help the weak," Dr. Erwin led a crusade for increased State support for education as the right of every child regardless of residence or economic status. In line with this phil-

osophy, remarkable progress was made during his administration: the State's annual appropriation for public schools was increased sixfold; the State assumed responsibility for the ninth month, the twelfth grade, free textbooks for the elementary schools, a school health program, a retirement system, a program of special education for handicapped children; the school lunch program was begun; the State Board of Education established a self-insurance plan for school buildings and properties; and fifty million dollars was made available to counties and cities for school plant construction, improvement and repair.

An unusually gifted speaker, Dr. Erwin appealed eloquently and fearlessly to thousands of audiences in behalf of better educational opportunities for children and youth. Like Joyner—respected, honored, and loved—his name and vision compel us to be realistic in facing emergencies and courageous in pursuing their solution.

And so, for the Board of Trustees of East Carolina College, and in the name of the State of North Carolina, we dedicate these buildings to the *causes* and to the *processes* of public education. We charge you, President Messick, to remind the young men and women who use these facilities that they are memorials to two great educators who triumphed over the crises of their day, and further, to remind them that these facilities are expressions of the State's faith in youth. By such remembrance they shall find inspiration for great service to our State and strength for intelligent leadership.

Governor May Call Solons Into Special Session

"I would plan to call the General Assembly into a special session to consider whatever further legislation may be necessary," stated Governor Luther H. Hodges at his State-wide press conference held March 4, in answer to a question as to the Governor's position on further proposed legislation concerning school segregation at the present regular session of the lawmakers.

The Governor prefaced this willingness or intention on his part, however, by two assumptions: (1) "Assuming that the General Assembly enacts into law the legislation based on the Pearsall Report, which provides for assignment and enrollment of pupils at the local level;" and (2), "assuming that the implementation decree of the Supreme Court is extreme or abrupt and would tend to seriously disrupt our public school system."

Personnel Directors Agree on Desirable Personal Qualities

When questioned by guidance counselors, in the role of students, as to what personnel directors look for when high school students apply for positions, three North Carolina personnel men agreed that sincerity, good manners, and ability to express oneself well were highly desirable qualifications.

Other items included were ability to spell and use grammar correctly, ability to give direct and simple answers to questions, and ability to look prospective employer in the eye. Neatness in appearance, and the absence of gum were likewise mentioned by these same personnel directors, who participated in the annual State-wide guidance conference held early in February at Duke University under the auspices of the State Department of Public Instruction.

Bulletins for Adult Education Available From State Department

The following publications for use in adult education programs are available from the State Department of Public Instruction at 5 cents per copy:

Our Home. Twenty reading lessons for adult students, Home Series, Book I, by Barton and Moore. 23 p.

Our Home, Our Family, Our Friends. Twenty reading lessons for adult students, Home Series, Book II, by Mutart and Moore. 23 p.

Our Home, Day by Day. Twenty reading lessons for adult students, Home Series, Book III, by Mutart and Moore. 23 p.

Highway Signs. Twenty reading lessons for adult students, Highway Safety Series, Book I, by Barton and Moore. 23 p.

The Driver Studies His Test. Twenty reading lessons for adult students, Highway Safety Series, Book II, by Barton and Moore. 23 p.

The Driver Takes His Test. Twenty reading lessons for adult students, Highway Safety Series, Book III, by Barton and Moore. 23 p.

Guide Book for Teachers of Family Life Education by Rosa and Mills. 36 p.

These publications may be obtained from the Division of Publications, State Department of Public Instruction, Raleigh, N. C. When remitting by check, make payable to the "State Treasurer."

Calendar of Professional Meetings, Conferences, Workshops, Institutes

- April 17-21 —Eastern Regional Conference American Association for Health, Physical Education and Recreation, Boston, Mass.
- April 21-23 —Southeastern Conference of Elementary School Principals, Charleston, S. C.
- April 22 —State Science Fair, Duke University
- April 26-30 —National Convention, American Industrial Arts Association, NEA, Atlantic City, N. J.
- May 14 —North Carolina Association of Business Schools, Winston-Salem, N. C.
- June 6-11 —Southern States Work Conference, Daytona Beach, Fla.
- June 12-26 —Fifth North Carolina High School Radio-TV Institute, Chapel Hill, N. C.
- June 28-July 1 —American Home Economics Association, Minneapolis, Minn.
- July 3-8 —NEA Convention, Chicago, Illinois

Department Issues Statement Explaining Alcohol Education in the Public Schools

"Alcohol education," instruction about the use of alcohol, "is generally considered as one phase of a broad health education program. It is also taught in connection with other subjects, such as science, social studies, home economics, etc. It is not usually taught as a separate subject in the public schools of North Carolina."

This is the lead paragraph from a statement on "Alcohol Education in the Public Schools of North Carolina," recently issued by the State Department of Public Instruction.

As to textbooks on this subject, the statement says that "Basal health textbooks are provided free of charge to all children in grades 1-8. All of the health books include sections on alcohol appropriate to the grade level. There is a State-adopted basal health book, provided on a rental basis, for all 9th grade students. This textbook also contains a section on the problem of alcohol."

The statement also calls attention to the publication, HEALTH EDUCATION, issued by the Department. "One section of this publication is on Alcohol Education. It includes suggestions for planning activities to show the effects of alcohol on the human body, how it may influence family and community life; and some things the individual, the school and community organizations may do to solve some of the problems relating to the use of alcoholic beverages."

This publication also makes certain suggestions as guides to the teacher in

helping pupils develop favorable attitudes and practices. This is outlined for grades, 1-3, grades 4-6, grades 7-8, and for the high school grades.

A copy of the complete statement may be secured from the Division of Health and Physical Education, State Department of Public Instruction, Raleigh, N. C., and a copy of the publication, HEALTH EDUCATION, may be obtained for \$1.00 from the same source.

Board Adopts New H. S. English Texts

New basal texts for high school English were adopted by the State Board of Education at a meeting held March 3.

The New Building Better English Series, for grades 9, 10, 11 and 12, was adopted at the State retail contract price of \$2.55 for each book. This series is published by Row, Peterson and Company of Evanston, Illinois. These books will displace the *English in Action* books published by D. C. Heath and Company, Atlanta, Georgia.

Action by the Board was deferred on the listing of geography texts for grades 4, 5, 6, and 7 or 8 for which bids would be requested. Publishers of such texts were requested to submit textbooks, both integrated and non-integrated, for each grade. The original call specified only non-integrated texts for 6, 7 and 8.

Two Bills To Maintain Segregation Have Been Presented To General Assembly

Two bills to maintain segregation in North Carolina public schools have been introduced at this session of the General Assembly.

The first, HB 2915, was introduced by Representative Worthington of Pitt County on February 17. This bill, if enacted into law, would require an amendment to the State's Constitution, and would therefore require a vote of the people to decide "notwithstanding any other provision of this Constitution, the General Assembly may by law provide for grants of State, county, or municipal funds to citizens of the State for educational purposes, in discharge of all obligation of the State to provide adequate education for its citizens."

The second, introduced by Representative Satterfield of Person County, would "prohibit the expenditure of State funds for the support and maintenance of public schools operated on a mixed integrated basis as to white and colored races."

Representative Worthington's proposal is similar to proposals adopted in a few other Southern states in that it

would have no immediate effect, but would leave with the General Assembly full power to abolish the public school system and replace it with subsidies either to private schools, to families of school children in the form of grants, or both.

Representative Satterfield's bill, on the other hand, would be effective immediately, and would apply to any administrative unit which operates or attempts to operate and maintain its public schools "on a mixed or integrated basis where white pupils and colored pupils attend the same school, occupy and use the same classrooms or the same building." If this should take place, the bill provides: (1) that the unit is to forfeit its right to receive State funds for school support and maintenance; (2) the State Board of Education is prohibited from making State funds available for that unit; (3) the State Board is not to approve that unit's budget when it is presented for approval; and (4) all State funds heretofore appropriated, allocated, or made available for such unit are forfeited and are to revert to the General Fund.

Reminder to Superintendents

Memoranda have recently been released to superintendents by C. W. Blanchard, concerning shipments of coal to schools during March, April, and May.

Schools which can handle coal during these months will likely receive prompt delivery if orders can be placed with Mr. Blanchard as early in March as possible. In concluding, the memorandum recently distributed Mr. Blanchard states: "If you can possibly unload and haul your coal with county or city equipment, please do so, as the contract cost is prohibitive in most areas. We know the handling of your coal is vexing and difficult; however, it is one of the most essential jobs that must be done and when handled with county or city equipment under your *personal supervision* the distribution is usually much more satisfactorily carried out."

Solicitation Licenses Recently Issued

Licenses for the following agencies to solicit funds in North Carolina were recently issued by the State Department of Public Welfare:

Bethel Colony of Mercy, Patterson School, Presbyterian Junior College, North Carolina Heart Association, American Bible Society, American Foundation for the Blind, Near East Foundation, United Board for Christian Colleges in China, Campbell College, Charles B. Aycock Memorial Association, Grace Home for Women Alcoholics, Hebron Colony of Mercy, Huckleberry Mountain Workshop Camp, Medical Foundation of North Carolina, Methodist College Foundation of North Carolina, North Carolina Society for Crippled Children and Adults, Blue Ridge Assembly, Crusade for Freedom (Free Europe Committee, Inc.), National Association for Mental Health, Chowan College, Eastern North Carolina Scholarship Foundation for East Carolina College, N. C. Division of the American Cancer Society, American Friends Service Committee (Southeastern Regional Office), National Conference of Christians and Jews, Inc., for North Carolina.

Licenses for the following organizations were withheld: North Carolina Relief Service Association, National Arthritis and Rheumatism Foundation, and Krakover Sales Company or National Deaf Mute Sales Company.

Board Approves Monies From 1953 Building Fund

Applications for monies from the State School Plant Construction and Improvement Fund of 1953 in the total amount of \$1,330,699.65 were approved by the State Board of Education on March 3.

These approvals bring the total to date from this fund up to \$11,562,527.60. Projects to which this money is to be applied will use \$7,660,191.91 from local funds.

The following projects were approved on March 3:

<i>Administrative Unit</i>	<i>Project</i>	<i>Description</i>	<i>State</i>
Ashe	Fleetwood	New Building	\$ 71,992.20
Ashe	West Jefferson	Classroom Addition	39,064.20
Ashe	Beaver Creek	Shop	33,387.90
Ashe	Riverview	Classrooms	24,271.80
Beaufort	Aurora	Convert old gymnasium into lunchroom	32,273.00
Caldwell	Hudson	A new high school building	85,725.63
Hickory	Hickory High	New Building	111,567.18
Currituck	Currituck Union	Brick veneer existing building	11,130.00
Hoke	Upchurch	Physical education building,	
Mecklenburg	W. Mecklenburg Jr.	renovations	112,908.82
		New Building	268,677.54
Robeson	New East High	New Building	111,300.00
Rockingham	Wentworth	New Building	142,288.99
		Addition of new and renovation of old facilities	39,000.00
Union	Union	New Building	106,058.40
Watauga	Valle Crucis	Lunchroom—renovation of boiler room	56,699.37
Wilson	Lee Woodard	New Building	42,151.06
Wilson	Speight	New Building	42,203.56
Wilson	Springfield	New Building	

Administrators Urged To Aid Study of Social Studies Program

Attention is again called to the State-wide study relative to Social Studies which is being carried on cooperatively by the State Department of Public Instruction in conjunction with the North Carolina Council for the Social Studies of the NCEA, and the Social Science Department of the NCTA.

This extensive undertaking has been explained in detail in a previous bulletin; but educators throughout the State have been reminded again, through a recent notice from Superintendent Chas. F. Carroll, that their support and encouragement to supervisors and teachers is most important if this State-wide study is to succeed.

In his message to county and city superintendents, Dr. Carroll emphasizes, "Probably at no time in the history of our democracy has it been more important that the public schools do an effective job in the teaching of the Social Studies, especially in the areas of citizenship, international relations, and world geography."

The Steering Committee for this study is under the co-chairmanship of Dr. Jonathan McLendon of Duke University and Dr. Richard Skretting of the University of North Carolina.

Ohio Governor Asks For Bi-partisan Board

Gov. Frank J. Lausche has asked the Ohio Legislature for authority to appoint a bi-partisan State Board of Education by whom a Superintendent of Public Instruction will be selected. By constitutional amendment the people of Ohio have voted for such a board. The governor's appointees would be subject to Senate confirmation.

During the 1955-1960 period, \$153,000,000 in state money will be needed for aid in school construction, the governor said. He favors the creation of a State School Building Authority empowered to issue bonds, build schools in impoverished areas, rent them to local boards and out of the proceeds of such rentals to amortize the bonds.

The Ohio State Education Department budget calls for \$256,000,000 in state aid for the coming two years, an increase of \$25,000,000 in financing the present Foundation Program.—*Education News*.

Tripp Elected To Executive Committee Of National Association For Supervision

Madeline Tripp, State Supervisor of Elementary Education, was elected a member of the executive committee of the Association for Supervision and Curriculum Development, which met in Chicago, March 6-10. Miss Tripp will serve on the seven-member executive committee for the ensuing year; and in May will join the other six members of the committee in Washington to plan activities for the remainder of the year and to arrange preliminary details for the 1956 meeting of the ASCD, which has been scheduled for New York.

The theme of this year's convention was "Crucial Problems of Today's Schools"; and throughout a series of clinics, demonstrations, lectures, and discussions the pros and cons of numerous educational problems were approached. A total of 76 study groups met during the five-day convention.

Among the outstanding general speakers for the convention were Bishop G. Bromley Oxnam, Bishop of the Methodist Church in the Washington area; Vivian T. Thayer, University of Virginia; and Hollis L. Caswell, president, Teachers College, Columbia University.

More than 3,000 members of the ASCD participated in this convention which had delegates from all the states, as well as Hawaii and Alaska.

Included in the important topics discussed during the convention were those of "Human Relations in Supervision and Curriculum Development"; "Improvement of the Secondary School Curriculum"; "Instructional Materials"; "International Understanding"; "Preparation of Core Teachers"; and "The 1956 Yearbook."

Miss Tripp has been a member of the board of directors of the ASCD for five years and as a new member of the executive board will not only represent State departments of education but also elementary education and the Southern states at large.

Prior to attending this convention, Miss Tripp attended the National Council of State Consultants in Elementary Education, which also met in Chicago, March 2-6. The theme of this convention was "Problems Affecting Elementary Education." Outstanding discussions during this meeting were those on curriculum, in-service education, and ways of working.

Public Schools Have a Future

The nation's educational system is going through what the NEA's Educational Policies Commission has called its third creative period. The phrase is used in the just-released EPC report, "Public Education and the Future of America."

The report says that the nation's school system has made tremendous growth in the last 50 years, despite resistance and opposition. Some of the early attacks on education sound familiar even today—charges that it would upset social order and stability, that it is "atheistic and socialistic," and the perennial charge that schools cost too much money.

The first creative period in public education extended from about 1830 to 1860. This period saw the establishment of the common school system. Like the present, this period was also marked by educational controversy because, says the Commission, "creativity and controversy are inseparable."

The second creative period—the high school era—began in the 1890's. This was a time of debate over whether secondary schools should train a highly

selected group in certain approved subjects or seek to prepare American youth for citizenship. The broader approach won.

Now, new important decisions are being made regarding the future of public education in this third creative period. Here are some of the things the future citizen will have to know:

- The fundamentals of knowledge.
- A wide range of factual information.
- Social know-how of living, including attitudes and skills in teamwork, initiative, honesty, personal hygiene, and ability to live with mass media and advertising pressures.
- Mechanical know-how of living, including driving of motor cars and handling of all the machines and tools on which society is materially dependent.
- Practice of citizenship, including the making of decisions on complex national and international questions.

The report points out one additional responsibility which schools have today—to develop the gifted, train leaders and maintain moral values.

Symposium on Atomic Energy in Science Attended By 900 Juniors and Seniors

The first North Carolina symposium on *Atomic Energy in Science* for high school juniors and seniors was conducted March 11 and 12 with approximately 900 in attendance. Meetings were held at the University of North Carolina, Duke University, and North Carolina State College—all of which sponsored this symposium, along with the Oak Ridge National Laboratories and the Oak Ridge Institute of Nuclear Studies.

Outstanding scientists appeared on the program, and discussed such topics as the following: *The Structure of the Atom; The Elements; High Temperature Chemistry; Nuclear Machines; Chemical Application of Isotopes; Genetics; Nuclear Energy in Nature; Medical Applications of Radioactive Materials; Instrumentation; and Problems and Potentialities of Nuclear Power.*

"Though these topics were somewhat technical and at a high level, students, by and large, were able to profit from the lectures, discussions, and exhibits," according to Henry A. Shannon, Adviser in Science and Mathematics for

the State Department of Public Instruction. "Not only did students take notes and study exhibits, they also, in some instances, recorded the entire proceedings of certain meetings for the benefit of their classmates at home who could not attend the symposium."

"Those in charge of planning this two-day session," declared Shannon, "feel that the enthusiastic participation of those in attendance more than justifies the efforts expended." Shannon continued, "The symposium was definitely an experiment. All the evaluations made up to this time indicate the experiment was a success. The final evaluation cannot be made for several years. If a number of these boys and girls decide to pursue further work to become engineers, scientists and science teachers, the conference can be called a success. If the boys and girls now have a better knowledge of this subject and will spread this information to other persons in the community, the conference was a success. If these boys and girls become better citizens in a technological society, the conference was a success."

Recent Publication Available Through Office of Education

"Educating Children in Grades Seven and Eight," a recent publication of the U. S. Department of Health, Education, and Welfare, is now available through the Superintendent of Documents for thirty-five cents.

The bulletin is divided into two main sections: *Part one* reports the results of research, observation, and interviews in 76 schools in 23 states. Characteristics and needs of children commonly found in grades seven and eight were studied; and some characteristics of desirable educational programs are projected. *Part two* reports some of the things schools included in this study are doing for children and some of the ways in which these schools work with parents and the community. The *Appendix* indicates some directions in which schools need further help.

The bibliography includes 150 titles, well-organized according to interests and problems of seventh and eighth grade pupils.

Auxiliary Announces "Why I Teach" Contest

The American Legion Auxiliary has announced its 1954-55 contest for teachers, entitled "Why I Teach."

The purpose of the contest is to encourage eligible young men and women to enter the teaching profession.

A contestant must have completed five years of teaching by June 1, 1955. The essays must be of not less than 250, and not more than 300, words.

There will be divisional awards of a \$50 United States savings bond to the contestant having the winning entry in each of the five divisions. A national award of a \$250 United States savings bond will go to the one of the five divisional winning contestants.

Date of the contest is from December 1, 1954, to midnight of June 1, 1955. All entries are to be sent to the national headquarters of the American Legion Auxiliary, 777 North Meridian Street, Indianapolis 7, Indiana.

"Fear and Anxiety" Article Available

The fourth in a series of bulletins prepared by the Division of School Health and Physical Education in cooperation with the School Health Coordinating Service entitled "Fear and Anxiety" has just been released in mimeographed form. Copies of this bulletin are available through the State Department of Public Instruction.

This pamphlet discusses briefly the nature of fear and anxiety, causes of anxiety, how anxiety influences our actions, and how we can help ourselves.

Other publications in this series include "Feelings of Inferiority," "Emotions and Behavior," and "Feelings of Hostility." These pamphlets, in mimeographed form, include the most modern points of view concerning the several separate topics, and are filled with many practical suggestions which might be useful to educators throughout the State.

Guilford School Building Program Calls for Outlay of \$16,150,000

The Guilford County Board of Commissioners in cooperation with the School Boards of Greensboro, High Point, and rural Guilford have projected a five-year school building program calling for an outlay of \$16,150,000.00.

The plan calls for a bond issue in the amount of \$6,000,000.00 and a current tax levy for capital outlay purposes in the amount of \$10,150,000.00. The schedule provides for the repayment of bond funds by 1965. The annual tax rate varies from no increase to an increase of 4.87 cents at the peak. An additional \$5,000,000.00 will be provided between 1960 and 1965 from current tax levy, bringing the total capital outlay to \$21,150,000.00. All debt will be amortized by 1965, leaving the county debt free.

Congratulations to the Guilford County Board of Commissioners and to the School Boards of Greensboro, High Point, and rural Guilford for their long-range, constructive planning to meet the educational needs of this area.

Lay citizens are likewise to be congratulated for their cooperation in such a fine and far-sighted program.

The Attorney General Rules . . .

Tort Liability Insurance

In reply to inquiry: In your letter of December 21st you state that you have received from a school superintendent an inquiry in the following language:

"I would like to know whether or not we can use public funds to pay for bodily injury liability if an accident should occur in the use of this truck in our normal school operations.

"I would like to know also whether we can carry property damage liability on the same vehicle.

"We are considering the foregoing types of insurance coverage, if we are permitted to carry them, and are also considering fire, lightning, and transportation coverage along with theft coverage on this vehicle.

"I have heard statements recently to the effect that it is illegal to pay public funds for liability insurance coverage on vehicles used in normal school governmental function."

In the case of *JONES v. COMMISSIONERS*, 130 N. C. 451, our Supreme Court held that counties are instrumentalities of government and are given corporate powers to execute their purposes and are not liable for damages in the absence of statutory provisions giving a right of action against them. This principle has been affirmed in many later cases including *HITCH v. COMMISSIONERS*, 132 N. C. 573, and *RHODES v. ASHEVILLE*, et al., 230 N. C. 134. In the case of *STEPHENSON v. RALEIGH*, 232 N. C. 42, our court held that a provision in a liability obtained by a municipality that insurer would not claim exemption from liability to a named insured because of any legal exemption of insured from liability arising by reason of its being a municipal corporation, does not create liability on the part of the municipality to any one who may suffer negligent injury as a result of acts of officers or employees in the performance of a governmental duty. As a result of the *Stephenson* case, the 1951 Legislature passed a statute (Chapter 1015, Session Laws of 1951), permitting cities and towns to secure liability insurance and to waive governmental immunity from liability for any damage by reason of death or injury to persons or property proximately caused by the negligent operation of a motor vehicle by an officer, agent or employee of such city or town when acting within the scope of his authority

or within the course of his employment, and further providing that such immunity is waived only to the extent of the amount of the insurance so obtained. G. S. 115-356 provides that counties may levy taxes to provide necessary funds for accident insurance for school children transported by school bus.

Article 31, Chapter 143 of the General Statutes, known as the Tort Claims Act provides that the Industrial Commission will sit as a court to hear and pass upon tort claims against the State Board of Education and other State agencies and determine whether the claim arose as a result of a negligent act of a State employee while acting within the scope of his employment and without contributory negligence on the part of the claimant or on behalf of the person in whose behalf the claim is asserted.

G. S. 115-45.1, enacted as Chapter 967, Session Laws of 1953, allows county boards of education and the trustees of city administrative units to take title to activity buses and to waive their governmental immunity for any damage by reason of death or injury to person or property proximately caused by the negligent operation of such activity bus by any agent or employee of the school board to the extent of liability insurance carried on the bus.

Chapter 596, Session Laws of 1951, authorizes the City of Durham and the Board of Commissioners of Durham County to waive governmental immunity for damages resulting from the negligent operation of motor vehicles to the extent of liability insurance carried on such vehicles. Chapter 1280, Session Laws of 1953, makes all the provisions of Chapter 596, Session Laws of 1951, applicable to the Board of Education of Durham County with respect to the operation of all motor vehicles owned and operated exclusively by said Board of Education and to which the terms of Chapter 1059, Session Laws of 1951 (the Tort Claims Act) are not applicable.

Attempting to answer directly the questions propounded to you, it is my view that under present law a board of education is not justified in using public funds for the purchase of liability insurance on its motor vehicles used in normal school operations. However, it seems to me that the next General Assembly should consider the advisability of passing a State-wide statute similar to the Durham County Acts above re-

ferred to, and the activity bus statute referred to, covering all motor vehicles owned and operated by city and county boards of education. Of course property insurance may now be legally carried on motor vehicles owned by city and county boards of education to the same extent that property insurance is carried upon school buildings or any other property owned by boards of education. The premiums on such insurance may be paid from public funds as a proper expenditure.—Attorney General, December 28, 1954.

Special School Tax

In reply to inquiry: This office is in receipt of a copy of a letter from Superintendent _____ of the _____ City Schools to you under date of December 18th. You and I have discussed the matter over the telephone today.

As I see the situation, the enlargement of the city limits could not have the effect of enlarging the boundary lines of the _____ Administrative School Unit. Article II, Section 29 of

the State Constitution forbids the creation of a school district by a special Act of the Legislature. The statutes set up the machinery by which a school district can be enlarged. G. S. 115-192 provides the machinery for the enlargement of local tax districts. For the purpose of voting a supplemental tax under G. S. 115-361, a city administrative unit is a local tax district. G. S. 115-196 points out the procedure for enlarging the boundary of a district entirely within an incorporated city. G. S. 115-352 provides that the State Board of Education may in its discretion alter the boundaries of any city administrative unit.

From the foregoing, it would seem that the tax levied on the property recently brought into the city limits is unauthorized. However, it may be that individual taxpayers are stopped to recover by legal action the taxes heretofore paid since they did not pay under protest. As stated to you over the telephone, it seems to me that the solution of the problem is an election in all the territory recently added to the city so as to make the boundary lines of the city administrative unit coterminous with the city limits. The election can be conducted either under the provisions of G. S. 115-192 or G. S. 115-196 whichever fits into the exact situation.—Attorney General, December 22, 1954.

LOOKING BACK

5 Years Ago

(N. C. Public School Bulletin, April, 1950)

R. P. Martin, principal of the Windsor High School, Bertie County, has been named superintendent of Hertford County Schools.

Madeline Tripp, Associate in the Division of Instructional Service, represented the State Department of Public Instruction, at a meeting of the National Council of State Consultants in Elementary Education and the Association for Curriculum Development held in Denver, Colorado, February 9-16.

Dr. R. M. Fink, Consultant in Mental Hygiene, School Health Coordinating Service, will be one of the workshop leaders of the Human Relations Workshop to be conducted at Bacon Health Center, Delaware City, Delaware, April 30-May 6.

10 Years Ago

(N. C. Public School Bulletin, April, 1945)

Thomas R. Foust, superintendent of Guilford County schools for more than 40 years, recently announced that he will retire at the end of his present term of office on June 30.

Charles W. Davis, who has been superintendent of the Roanoke Rapids schools since 1929-30, has accepted the superintendency of the Chapel Hill schools effective July 1, it was recently announced.

Frank A. Edmondson, more recently superintendent of the Beaufort County schools and a member of the State Department of Public Instruction from 1923 to 1927, died March 11 in a Charlotte hospital where he had been a patient for several months.

15 Years Ago

(N. C. Public School Bulletin, April, 1940)

The staff of the Vocational Agricultural Department of the Division of Vocational Education is: T. E. Browne, Director of Vocational Education; Roy H. Thomas, State Supervisor of Vocational Agriculture; R. J. Peeler, Assistant State Supervisor of Vocational Agriculture; E. N. Meekins, District Supervisor, Raleigh; N. B. Chestnutt, District Supervisor, Whiteville; J. M. Osteen, District Supervisor, Rockingham; A. L. Teachey, District Supervisor, Pleasant Garden; Tal H. Stafford, District Supervisor, Asheville; and S. B. Simmons, State Supervisor of Negro Teachers of Agriculture, Greensboro.

Transportation Division Analyzes School Bus Accidents

"Failure to take proper precaution before backing" was listed as the chief cause of school bus accidents, according to a summary of bus accident reports received by the Division of Transportation from July 1, 1954 to February 1, 1955. Other causes for school bus accidents in order of their frequency include "speed too great for road condition," "entering highway without taking proper precaution," "following too closely," and "driving too close to parked vehicles."

A total of 129 persons, including 69 white students, 52 Negro students, and eight other persons were injured during this period. At the same time, three student fatalities were listed as results of bus accidents, with drivers of other vehicles being held responsible for these deaths. This summary also indicates that during the same period 213 buses were damaged, as were 225 other vehicles.

Winston-Salem Has Tours for School Children

School tours are now available in Winston-Salem, North Carolina.

Tours may include visits to the industries located in that city, to "Old Salem," and Daries, Inc., American Bakeries Co., Winston Coca-Cola Bottling Co., P. H. Hanes Knitting Co., Hanes Hosiery Mills Co., Piedmont Publishing Co., and the R. J. Reynolds Tobacco Co.

Old Salem is a section of the city comprising about 20 blocks. Forty of the old buildings of the village founded by the Moravians in 1766 are still standing. A number of these buildings, including the Wachovia Museum, Home Moravian Church, Belo House, Salem Tavern, are open for tourist groups.

Other interesting places to see are the Wachovia Bank and Trust Co., Security Life and Trust Co., Piedmont Aviation, Norfolk and Western Railway Co., Weather Bureau, Stations WTOB and WTOB-TV, Bowman Gray School of Medicine, Salem College, the new Wake Forest Campus, and residential sections.

Arrangements for tours must be made through the Winston-Salem Chamber of Commerce, Box 1408, Winston-Salem, N. C. An application blank and leaflet are available upon request.

MAKING TODAY'S NEWS

Stanly. Stanly County public school teachers interested in taking a course in professional driver training, including classroom work and behind-the-wheel instruction, should meet along with teachers from eight other Piedmont counties on February 16, in Lincolnton High School in Lincolnton.—*Albemarle News and Press*, February 4.

Greenville. J. H. Rose, Superintendent of Greenville City Schools, said last night he hopes the contract for a new Greenville High School will be let sometime next month.—*Greenville Daily Reflector*, February 1.

Statesville. Children in city schools this week have been learning safety rules and that a cop can be a kid's best friend.—*Statesville Record and Landmark*, February 11.

Buncombe. The County Council of Parents and Teachers last night unanimously approved a resolution asking the individual PTA's to inform the County Board of Education whether or not they desire a vote on a 25-cent supplemental county-wide school tax in April.—*Asheville Citizen*, February 8.

Sampson. There is a possibility that four Sampson County white schools (Westbrook, Newton Grove, Piney Grove and Halls) will consolidate their high school branches into one school.—*Greensboro Daily News*, February 21.

Orange. Orange County school children contributed \$1,969.57 to the March of Dimes here recently.—*Durham Morning Herald*, February 18.

Forsyth. Dr. Ralph Brimley, Forsyth County school superintendent, blasted back today at opponents of the 15-cent school tax increase who said last night that county school officials are forcing teachers to work for the increase against their will.—*Winston-Salem Twin City Sentinel*, February 18.

Chapel Hill. The second annual Jaycee minstrel show, for the benefit of the Chapel Hill High School Band, is to be held in early April.—*Raleigh News and Observer*, February 22.

Cabarrus. Teachers in all Cabarrus County School system received a total of \$36,908.95 as the first teacher salary supplement paid by the county for the current school year.—*Concord Tribune*, February 22.

Albemarle. Students at Albemarle High School will put their driving skills against time in a series of tests Tuesday, March 1, J. L. Cashwell, principal announced Thursday.—*Albemarle News and Press*, February 25.

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May, 1955

RALEIGH, NORTH CAROLINA

Vol. XIX, No. 9

Top Speakers Announced for School Law Conference at Duke University in June

Chief speakers for Duke University's special two-day conference on school law, June 21-22, were announced recently by Dr. E. C. Bolmeier, professor of education and conference program chairman.

Heading the list of invited speakers will be North Carolina Governor Luther H. Hodges; Dr. Charles Carroll, state superintendent of public instruction; and Edgar Fuller, executive secretary, National Council of Chief State School Officers, Washington, D. C.

The conference will follow a similar pattern to last year's pioneer meeting at the University, during which the new National Organization for Legal Problems of Educational Administration was formed.

Fuller and Dr. Carroll will introduce national, state and local perspectives of "Current Legal Problems in School Administration."

Discussion leaders for specific areas of legal problems will be O. H. English, superintendent of schools, Abington, Pa., "Finance"; Jesse Sanderson, superintendent of schools, Raleigh, "Staff Personnel"; Dean B. Prunette, superintendent of schools, High Point, "Pupil Personnel"; and Dr. Everett Spikes, superintendent of schools, Burlington, "School Property."

"Desegregation of the Races in the Public Schools" will be the discussion topic during the June 22 morning session, with Jefferson B. Fordham, dean of the University of Pennsylvania Law School, and Dr. John H. Fischer, superintendent of schools, Baltimore, Md., as principal speakers.

The final question which leading specialists in the various fields of school law and administration will ask is "Where Do We Go From Here?" Chief speakers on this subject will be Fordham; Fletcher; Randolph Benton, superintendent of Wake County Schools; Benjamin L. Smith, superintendent of schools, Greensboro; I. E. Ready, super-

intendent of schools, Roanoke Rapids; and Bert Ishee, principal, Fayetteville.

An advisory committee for this year's conference includes Dr. Madaline K. Remmlein of the National Education Association and president of NOLPE; Dr. Newton Edwards, University of South Carolina; Dr. William E. Rosenstengel, University of North Carolina; and Dr. Edmund Reutter, Jr., Columbia University.

The conference program committee is composed of Dr. Bolmeier, an executive committee member of NOLPE; Dr. W. H. Cartwright, chairman of Duke's Education Department; and Robert Kramer, professor of law at Duke.

Vermont Considers Scholarship Plan

Governor Joseph B. Johnson has asked that appropriations to the University of Vermont be such that the tuition fee can be not more than \$425, except in the College of Medicine. At present, tuition is \$225 in agriculture and \$705 in other fields.

Vermont now has scholarships which may be granted to students attending the University, Middlebury or St. Michael's. At present each state senator has 16 of these scholarships at his disposal. Governor Johnson suggests that the scholarships be awarded by a Scholarship Board appointed by the Vermont Higher Education Council, the Commissioner of Education and the Governor.—*Education News*.

Stevenson and Stassen to Speak At Annual NEA Convention

Adlai Stevenson and Harold Stassen will be among the banner speakers at the 93rd annual convention of the National Education Association in Chicago, July 3-8. Major sessions will be held in Chicago Stadium.

Mr. Stevenson, who is now practicing law in Chicago, will address the second general assembly on Wednesday, July 6. FOA Director Stassen will speak at the third general assembly, Friday, July 8. His subject will be "The Search for Peace." The 1955 convention, another "come one—come all" conference similar to the annual meeting in New York City last year, is expected to attract some 15,000 teachers, school officials and friends of education.

The convention will open with a vesper service in the Conrad Hilton Hotel, July 3. Dr. Edward Heinsohn, University Methodist Church, Austin, Texas, will deliver the vesper address. Music will be provided by the Blue Jacket Choir from the Great Lakes Naval Training Center.

Benjamin C. Willis, general superintendent of Chicago public schools, will

bring greetings from the host city at the first general assembly, Monday evening, July 4. William G. Carr, NEA executive secretary, will tell of the activities and achievements of the Association during the past year. NEA President Waurine Walker will make a major address at one of the representative assembly meetings.

Two major innovations in the convention program have been planned this year. One calls for dividing the representative assembly for a half-day into a series of small discussion groups on Wednesday afternoon, July 6, at which time NEA services will be evaluated. The second innovation calls for devoting morning and afternoon sessions, Thursday, July 7, to the discussion of major professional problems.

Monday, July 4, will be devoted to meetings of more than twenty NEA departments and Tuesday afternoon, July 5, will be reserved for open meetings of NEA committees and commissions. Sectional meetings and discussion groups will be scheduled in major hotels in Chicago.

Superintendent Carroll Says . . .

Although the public schools in accordance with law are operated for a nine months school term, this time element in reality applies only to school children. Superintendents are paid on a yearly basis for twelve months service; supervisors and principals, for ten months; and some vocational teachers, for ten, eleven and twelve months; and all other teachers, for nine months. All superintendents, therefore, have a full-time job, which the State recognizes. During the period when the schools are not operating, the superintendent is busy summarizing and evaluating the previous year's work and making plans for the next year.

During the summer, building improvements consume much of an administrator's time. Employing teachers and other school personnel; making schedules; conferring with fellow administrators, parents, teachers; assisting with final plans for the pre-school conference; and formulating suggestions for a better instructional program, for improved staff meetings, and for better public relations—these and other constructive tasks, carefully analyzed and creatively planned, will lead to better schools.

Supervisors, principals and teachers will find during the summer months an opportunity to take further training at summer schools, to attend workshops and conferences for new ideas and inspiration. And even those who do not participate in any formal program will find that this period gives them an opportunity to reflect on what was accomplished this year, to look forward to ways of improving what was done, and to plan in making next year's work better.

May each of us in his own sphere, with the summer at his disposal, utilize the time to the educational advantage of the youth of this State.

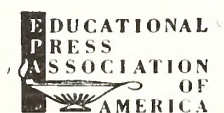
NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Ye Editor Comments...

Degrees in Education

During the academic year 1953-54, a total of 8,373 degrees were conferred in North Carolina by the twelve publicly-supported institutions of higher learning and the twenty-two private colleges and universities. Of this number 2,557, or 30.5 per cent, were degrees in education; and of this number in education, 64 per cent were awarded to women as compared to 43.6 per cent of degrees conferred to women among total degrees awarded.

All of these figures have interesting implications; but it seems worthy to note, in view of teacher shortages, that of the 64 per cent of women receiving degrees in education it can be expected, according to national statistics, that 35 to 40 per cent of these will never teach. And, according to a North Carolina survey of teacher loss and turn-over, the outstanding reason for teacher loss in this State is centered in the desire of women teachers to marry and have homes. More than 51 per cent of the total teacher losses in North Carolina in 1953-1954 was attributed to women leaving the profession for reasons of homemaking.

Indeed, the virtues of women preparing themselves in the field of education cannot be over-emphasized. Schools, communities, and homes are immeasurably enriched because of this. Nevertheless, the fact becomes increasingly apparent that more women, and more men also, who intend to make careers out of teaching are needed in the profession. So long as teacher preparation is only a stepping stone for other careers for so many teachers, so long will the shortage of teachers be a serious problem.

If those who prepare to teach actually entered the profession, and if those who entered remained, the problem of teacher shortage would be largely solved. So, the perplexing questions again face us: What can the colleges do to remedy this situation? What can the public schools themselves do? And, most important perhaps, what can society do? Apparently, every group concerned with this problem has a tremendous task facing it; and, trite but true, all groups, it seems, should somehow pool their ideas for action and supplement each other in every way possible.—V.M.M.

Clever Writing

Several of the many papers issued by the public high schools of the State come regularly to the desk of "Ye editor" of the BULLETIN. One of these is **The Tornado**, issued by the Cool Springs High School of Forest City. In our opinion, the April 1 issue of this publication is a good example of clever writing. We commend the **Tornado** staff for this excellent number.

Local and State Value

Now is the time for all good school men to come to the aid of the State Department of Public Instruction.

Annual reports are necessary for the intelligent operation of schools, both at local and State levels. Often the information included in such reports has aspects of school-wide evaluation; and invariably such information can be the basis for future planning.

Perhaps these are easy armchair reflections; yet there is almost no information which is requested by the State Department which local schools do not also need and which they cannot use to advantage.

Completeness, accuracy, and promptness in doing the required forms will be greatly appreciated by those who are responsible for knowing the status quo of education throughout the State and for determining certain State-wide policies and actions.—V.M.M.

Constitutional vs Statutory

An editorial entitled "The State's Obligation," occurring in a recent issue of **We The People**, official publication of the North Carolina Citizens Association, points out that the Constitution of the State provides for a six-months school term; and that, in fulfilling this obligation, the State has actually lived up to its legal obligation to the citizens of the State. Other provisions, such as the operation of high schools, additional length of term, certification of teachers, attendance regulations, content of courses of study, and many others, the editorial says, are purely statutory.

The State's obligation to pay for a six-months school term or to require local units of government to do so may be technically all that is required by the Constitution. Fortunately, much more is required of the State and its legal representatives!

Members of the General Assembly, elected by the people of their respective counties and districts, have responsibility for providing opportunity for voting on the Constitution, if that becomes necessary; but these same representatives also have the added responsibility of enacting laws which will supplement, to the advantage of the citizens of the State, especially the youth, the provisions of the Constitution.

The State's obligations to its children are never ended; nor should suggestions for circumventing these obligations enter our minds.

Shannon Appointed Program Chairman For National Science Teachers Conference

Henry A. Shannon, adviser in science and mathematics for the State Department of Public Instruction, was appointed general chairman of the program committee for the fourth annual National Science Teachers Conference, at its recent meeting in Cincinnati.

Next year's four-day meeting has been scheduled for March in Washington, D. C., where approximately two thousand educators interested in science from the United States, Canada, and several other countries will convene to review the latest findings in science and the newest approaches to the teaching of science. The National Science Teachers Association, a branch of the NEA, is interested in the teaching of science in elementary schools, high schools, and colleges.

Shannon will head an eight-man committee whose duties will be the formulation of next year's program. The first planning session of the committee will be held during the month of May, at which time the basic structure of next year's program will be made.

Prior to his appointment as general chairman of next year's program committee, Shannon worked for three years with the NSTA on a study of science facilities for elementary schools, high schools, and colleges. Findings of this study are now in book form and are proving valuable to architects and administrators who are renovating old buildings or who are building new structures. In the summer of 1953 Shannon was a member of the committee of twenty-five persons who worked at Harvard on "national problems of secondary teachers of science." From this workshop evolved the widely-heralded booklet, *Critical Years Ahead in Science Teaching*. Last summer Shannon was a participant in the Southeastern Conference on Biology Teaching at the University of Florida.

Emphasis at the recent Cincinnati meeting, which Shannon attended, was focused, in large measure, on what can be done in the various areas of science to stimulate and challenge the alert learner. "This problem of improving instruction in the teaching of science is universal," stated Shannon.

The NSTA also showed interest in the proposition that this organization and other scientific organizations try to provide consultative services in the various states through state departments of education as a means of up-

grading the teaching of science on all levels.

One of the highlights of the Cincinnati conference was the spectacular and informative demonstrations in chemistry by Dr. Hubert Alyea of Princeton University, who will be one of the visiting consultants at the annual Duke University conference for science and math teachers next July.

Congratulations are in order for Henry Shannon for this recognition, which is simultaneously a tremendous responsibility and a great opportunity.

Federal Funds Allotted to 11 Administrative Units

Federal funds are allotted to eleven of the 174 school administrative units to aid those units in the operation and maintenance of their public schools.

For the fiscal year 1954 these units were entitled to receive under Public Law 874 approximately \$455,409.42, as follows:

Craven	\$110,817.75
New Bern	25,471.06
Fayetteville	60,421.33
New Hanover	51,838.73
Cumberland	66,562.83
Carteret	37,744.44
Onslow	72,162.20
Elizabeth City	20,402.40
Hoke	5,865.69
Southern Pines	1,530.18
Edenton	2,592.81

These funds were provided by the Federal Government because these local agencies were affected by the acquisition and ownership of property and the establishment of activities in these areas to the end that school attendance was increased. Such Federal activities affected approximately 10,000 children in North Carolina.

In addition to this Federal assistance toward current expense, this State received \$69,616.00 toward a school facilities survey, and had reserved for school construction of 17 projects a total of \$5,211,915.53 in nine units—the first eight listed above and Cherokee. Of this amount, a total of \$4,733,305.33 in payments has already been made. These were projects approved for 1951 and 1952. For 1954, approval has been given for four projects to which \$582,300.00 in Federal funds have been approved.

Friends Establish Memorial Scholarship Fund To Dr. Kate Wofford

A scholarship fund in honor of the late Dr. Kate V. Wofford for her outstanding contributions to education is being established at the University of Florida, according to a recent announcement by Eleanor K. Green, Chairman of the Planning Committee.

Before her death in October, 1954, Dr. Wofford was associated with the College of Education at the University of Florida, where she was successful in the development of an outstanding department of elementary education. Her contributions to education through her teaching, professional writings, leadership in professional organizations, and her facility in speaking are known to a multitude of friends throughout the states and many foreign countries. "The multitude of friends" made throughout the world attests to her warm friendly personality, but even more, to her fine understanding of people. Her laughter, her wit, and her deep understanding when it was needed are the legacies she left to individuals.

The planning committee for the memorial to Dr. Wofford anticipates the establishment of a perpetual fund, the earnings from which will be used for scholarships. It is envisioned that the fund will be built up by donations, small and large, from many people. In recognizing that Kate Wofford's influence and leadership in education extended far beyond the state of Florida, her friends in North Carolina who wish to participate in the establishment of this memorial fund should send contributions to the "University of Florida, Kate Wofford Scholarship Fund," Gainesville, Florida.

Teacher-Coach Resigns To Take Over Filling Station

"Pressing monetary problems" was given as the reason for the resignation of the football coach, eighth grade teacher, and general all-around-assistant of the Randleman Public Schools on February 1.

Although this man was employed for nine months and had fill-in jobs during the summer—measuring tobacco acreage, repairing school buildings and working in the local mill—he still was unable to provide for his family on the salary plus a small supplement raised locally.

Industrial Arts Fair Held at Myers Park School

The fourth State-wide Industrial Arts Project Fair was held at the Myers Park High School in Charlotte, Saturday, May 7. Many schools in the State participated in this Fair at which outstanding workmanship was recognized through appropriate awards.

Emphasis throughout the Fair was on the fact that industrial arts affords a broad area of rich experiences which have potentialities for challenging students and widening their scope of interest.

Health Careers Guidebook Available for Counselling

A *Health Careers Guidebook* was distributed to 29,000 secondary schools and junior colleges during March for use in student counseling. This 160-page picture-and-text documentary was made possible by the National Health Council and the Equitable Life Assurance Society of the United States. A condensed brochure, *Partners for Health*, is also available for school and community use.

The *Guidebook* opens with a general preview of health services and continues with a more detailed description of 156 different health occupations.

School centered, the GUIDEBOOK is designed both for teacher-counselor use and for reading by the young people to whom it is addressed. Directed toward career development rather than recruitment, its emphasis is on relating career plans to individual interests and capacities. Parts of the book were pre-tested by a substantial sampling of principals, counselors, teachers, and students. Prepared as a tool for educators, the GUIDEBOOK has been carefully developed with the assistance of advisory committees appointed by the National Vocational Guidance Association and the National Association of Secondary-School Principals. At the invitation of the Secondary-School Principals' group, the Health Career publications were officially launched at the NASSP's 39th Annual Convention in Atlantic City late in February.

Distribution of these publications marks the first step in the National Health Council's new Health Career Horizons Project. Take-home leaflets for young people and posters for school and community use will follow. Next steps in the Project will be discussed at the Council's National Health Forum, meeting in New York March 23-24.

Survey of 1954 High School Graduates Reveals Significant Information

Thirty-one per cent of last year's high school graduates entered college for the 1954-1955 term, according to a recent survey which accounts for 75 per cent of the 36,000 graduates of 1954. This study was made by Nile F. Hunt, coordinator of teacher education in the Department of Public Instruction.

In addition, eight per cent continued their formal education in trade schools and nurses' training programs; whereas, seven per cent of the 1954 graduating seniors entered the military service. It is assumed that the remaining 54 per cent entered some form of adult life, such as marriage or employment.

The survey shows that wide variations exist in administrative units as to percentages entering college. In some units the percentage ranges well into the seventies, whereas in others it is near ten per cent. Considering counties as geographical units, the range is likewise significant. Twelve counties sent fewer than twenty per cent of their graduates to college and seven sent forty per cent or more.

The data reveal some difference between the white and Negro students and a rather significant difference between rural and urban students. Approximately one out of three white high school graduates enrolled in college, whereas the ratio was one out of four among the Negro graduates. Forty-four per cent of the white students graduating from high schools in city administrative units entered college, as compared with 25 per cent from high schools in county administrative units.

The survey also shows that only two out of three graduates who finished first and second scholastically in their respective classes—students sometimes designated as valedictorian and salutatorian—are currently enrolled in college.

A partial analysis of the data suggests the following high lights:

1. The human resources of the State are apparently not being used to greatest advantage in all areas—economically or otherwise.
2. Location of the colleges of the State affect attendance to some degree, as would be expected, especially that of the junior colleges, but this factor seems not to be a controlling one in a large percentage of cases, especially among the four-year colleges.
3. Financial ability is definitely a determining factor in how many grad-

uates of any given locality enter college. Incomplete evidence suggests that areas of lowest per capita income sent the fewest graduates to college and vice versa; though there is also some evidence to the contrary.

4. Wide differences exist among various cities and counties as to the percentage of those entering college who receive scholarship aid. The range extends from more than 50 per cent to less than five per cent.
5. It appears that the degree of stimulation afforded by parents and teachers is often the decisive factor in determining whether high school graduates enter college. Though difficult to measure, this factor seems to outweigh practically all other factors which enter the broad picture.

The study concludes with this statement: "The continued progress of North Carolina as a State and the well-being of her people are dependent, in large measure, on the leadership within the State. The quantitative and qualitative measure of that leadership is determined by the extent to which communities throughout the State consistently prepare their most capable young people for positions of responsibility. This study is presented as an aid in evaluating accomplishments in this direction."

Copies of this survey, including detailed information of each locality reporting, have been mailed to schools throughout the State. Additional needed copies may be had through the State Department of Public Instruction.

Lunchroom Directors Planning Summer Conference

Plans are now being formulated for a summer workshop for county and city school lunch directors and supervisors, according to Mrs. Anne W. Maley, State Supervisor of the school lunch program.

It is expected that the workshop will be held June 13-17 at some place in Raleigh; and it is also expected that Miss Florence Wagner of Florida will be able to assist with this program.

Mrs. Maley is now proceeding with arrangements for the workshop, definite announcements of which will be made later.

Graduates of 1955 Throughout the Nation Are Requested To Assist Korean Youth

June graduates throughout the nation are being urged to make their traditional class gift a contribution to students in stricken South Korea. Letters detailing this project and describing Korea's desperate need for help are now going to county and city superintendents, principals and senior class presidents. The project is being sponsored by The American-Korean Foundation and has the enthusiastic support of President Eisenhower.

Class gifts from America's graduates will go wholly to the educational projects of The American-Korean Foundation. These include rebuilding schools and re-equipping looted laboratories and libraries; paying tuition (\$4.00 per pupil annually) to allow Korean children to continue their education; and underwriting teacher training and providing opportunities for Korean teachers. One third of Korea's schools were razed by war, and thousands of children are forced to study in outdoor classrooms. Tuition is required of all children in the public schools, since the Republic pays only three per cent of the total education bill.

American doctors are already assisting Korean physicians; American nurses are helping Korean nurses; and Ameri-

can teachers, through the NEA are aiding Korean teachers. At this critical moment in the rebuilding of Korea, American high school graduates are asked to lend a helping hand to Korean students.

This appeal also has the endorsement of the National Education Association, the National Association of Secondary School Principals, and leading educators throughout the country.

"In the face of incredible hardships, the young people of Korea are making a determined effort to go on with their schooling. It is important that they succeed. Your class gift will help them!," declares the A-KF.

Further information may be secured from The American-Korean Foundation, Inc., 345 East 46th Street, New York 17, New York.

This worthy project has possibilities of enlarging the vision and understanding of hundreds of American youth, particularly if somehow the project might be the culminating experience of a serious study on world problems. To become an active participant in the partial solution of an acute world problem should encourage those who are about to graduate to consider themselves responsible citizens of the world rather than of a circumscribed locality.

Aids for Driver-Education Available Through SDPI

Suggestions for driver-education activities have been mimeographed and distributed through the Safety and Driver Education section of the Department of Public Instruction. Seventy-four suggestions are made whereby safety and correct driving and pedestrian habits may be made more realistic, not only to students enrolled in driver-training classes, but to all members of the student body.

These suggestions, broad in scope and adaptable to various age levels, have potential interest to all teachers and club workers. The activities recommended in this list include experiences for school, home, and community; they include hand work and head work; and they include individual assignments as well as suggestions for group activities.

Those who are interested in such suggestions for enriching class and out-of-class experiences of students may secure copies by writing to the State Department of Public Instruction.

North Carolina Is Near Top in Per Cent of School-Age Children

Only Mississippi, South Carolina and Alabama have a higher per cent of school-age children as related to the total civilian population than North Carolina, according to *Current Population Reports*, issued by the Bureau of the Census, December 28, 1953.

This State's per cent in this respect is 26, whereas the first two states have 28 per cent and the third 27 per cent. Arkansas, Georgia, Utah and West Virginia also have a 26 per cent school-age population. Average for the Nation as a whole is 22 per cent.

Public Relations Handbook Regarded As Superior

"It Starts in the Classroom," a public relations handbook for classroom teachers, is still regarded as an outstanding aid for educators keenly interested in public relations. The 64-page booklet, distributed for the first time several years ago, includes practical suggestions on nearly all aspects of school-community relations.

In the first chapter, "What We Are, Speaks," emphasis is placed on the responsibilities of the teacher to avoid the clichés attached to the profession, to build an understanding of human qualities, and to build an appreciation of professional skills and achievements. "Why We Teach What We Teach" presents many suggestions for helping students, parents and other adults understand the curriculum.

Other chapters are entitled "How We Teach," "Using Headwork on Homework," "When Extra Isn't Extra," and "Making Parents Partners."

One of the most delightful and useful sections of the handbook is entitled "How Am I Doing, Mom?" This chapter emphasizes the fact that parents and pupils have a right to know about the physical, academic, emotional and social growth of students. The bulletin concludes with a section entitled "Serving to be Served." Here are included many suggestions for improving public relations with community groups.

Teachers, principals, or supervisors who are not acquainted with this book will find it stimulating and exceedingly practical. Single copies may be ordered for \$1.00 from the National School Public Relations Association, 1201 Sixteenth Street, N.W., Washington 6, D. C.

FTA Groups Planning Changes in Organization

Future Teachers of America, organized in North Carolina according to college chapters and high school clubs, are at present perfecting plans for changes in their organization which would give each group additional autonomy. The high school clubs are currently voting on a new constitution.

At present there are 126 affiliated FTA high school clubs in North Carolina with 2700 members, who are expected to meet at least once next year as a separate organization. The FTA college chapters will remain as a department of the North Carolina Education Association, and the clubs of the State will be affiliated with NCEA, but not as a department, according to Miss Helen Wells, field worker for the NCEA.

Membership fees include \$3.00 for the NEA and \$2.00 for the NCEA. After the first year's membership in the NEA, the \$3.00 fees will be \$2.00.

Dr. Carroll Receives Memorial Booklet

A souvenir booklet about Australia's National Memorial to the United States of America has been received by State Superintendent Charles F. Carroll from the Australian-American Association.

The booklet includes illustrations of the memorial and dignitaries who assisted in its unveiling by Queen Elizabeth II on February 16, 1954. It also contains "A Tribute to the United States of America" in which appreciation is expressed by the people of Australia to the people of the United States of America, a statement of the unveiling ceremony by the Queen, and the response by the American Ambassador to Australia, Amos J. Peaslee, on behalf of the American Government.

The Australian-American Association has for its purpose the establishment of a closer friendship, mutual understanding and active cooperation between the British Commonwealth of Nations and the U.S.A. It has offices both in Australia and in the United States.

Copies of the booklet have been distributed throughout the U.S.A. to the next of kin of those who lost a relative in the South-West Pacific area from 1941 to 1945. It has also been mailed to leading citizens throughout the States.

This goodwill gesture is being noted here because of significance to the youth of this country. The act of establishing the Memorial is indicative of the goodwill that obtains between these two countries. It is to be hoped that the public schools of North Carolina will look on this expressed tribute by the people of Australia as a symbol of goodwill applicable to the relationship between all peoples everywhere.

Doctor Gobble- dygook Says:

A vertiginous augmentation of enumerated homo sapiens has precipitated modification of curricula by perspicacious educationists.—*Schools in Action*, N. Y. State Education Department.



Cooperative Action at Brooks School Results in Functional Playground

Brooks School, one of the seventeen elementary schools in Greensboro, now has an up-to-date playground—thanks to the cooperative efforts of parents, teachers, and pupils, who were determined that the playground should be as fine and as useful as their new building.

This modern, 21-teacher school with more than 700 pupils, has a play area of 25 acres. Long before the new school was completed, members of the PTA began planning how this play area might best serve the pupils of the school.

It was known that the city of Greensboro could not adequately equip its playgrounds, so the first committee to work with the principal centered its attention on making plans for homemade equipment. Volunteers offered to make what they could during the summer.

Miss Carrie Phillips, principal, continues the story:

"In August, just before the school opened in September, the real fun started. The fathers, as many as twenty at a time, gathered in the late afternoons and went to work. This is a community of well-to-do people and the men welcomed opportunities to get out of their offices and do some real hard work with their hands. Many mothers hung around and helped to do some of the easier work; and one evening they brought supper for the group, which made it possible for the work to continue late into the evening.

"Some of the equipment installed was the result of original ideas, some pieces were copies from magazines, and some copied from standard playground equipment. At the end of the first year's work the value of all of this was estimated at \$1,500, but the actual cost to us was only \$40.

"Since the first year we have added much more, have repaired and replaced some, and have laid a 55' x 70' concrete paved area marked off for circle and line games. This area did cost, but an interested father gave us a big reduction since the PTA was to raise the money needed.

"Beginning this year a father, who is in the Science Department of Woman's College of the University of North Carolina which is located in Greensboro, has agreed to serve as chairman of a committee of parents, teachers, and students to lay out a

Nature Trail through the woods on our playground. Along this trail another committee will build a picnic area with a grill, tables, and benches. The PTA will finance this project. However, much of the material will be donated and all the labor will be done by our own folks.

"I can't omit our interest in birds and flowers. The children have put up 32 bird houses and bird feeding stations. The contents of a bread box for leftover bread in the cafeteria furnishes part of the bird food we need. We have two large bird baths also.

"During the first year each student in school planted one or more jonquil bulbs. Since then they have planted many more and a Garden Club, composed of 'Brooks Parents' has added hundred of iris and tulip bulbs. All of these, with the regular forest of dogwood trees in the front yard, make Brooks a 'thing of beauty and a joy forever' for parents, students and teachers."

Teaching is Exciting! The Books Say So!

"Teaching is exciting!" The books say so; great plays emphasize the point; TV programs show it; listeners glorify it; and thousands of teachers exemplify the fact in their daily experiences with pupils and parents.

Perhaps some of the following books or dramas might be stimulating and re-enforcing for educators: *Goodby, Mr. Chips*, by James Hilton; *And Gladly Teach*, Bliss Perry; *Heaven in Thy Hand* and *Angels in Pinafores*, Alice Lee Humphreys; *Miss Bishop*, Bess Streeter Aldrich; *Christmas Without Johnny*, Gladys Hasty Carroll; *Windows for the Crown Prince*, Elizabeth Gray Vining; *The Thread That Runs So True*, Jesse Stuart; *My County School Diary*, Julia Weber; *Good Morning, Miss Dove*, Frances Gray Patton; *A Goodly Fellowship*, Mary Ellen Chase; *The Corn is Green*, the play by Emlyn Williams which starred Miss Ethel Barrymore as the teacher in a small Welsh mining district school, and *The King and I*, taken from the book "Anna and the King of Siam," by Margaret Landon.

On TV, "Our Miss Brooks" interests thousands of listeners, and in her lectures Billy Davis eternally glorifies the teacher.

N. C. HIGHER INSTITUTIONS CONFER 8,373 DEGREES IN 1953-54-

7,167 BACHELOR'S, 1,012 MASTER'S, 194 DOCTOR'S - 56.4 PER CENT MEN

North Carolina institutions of higher learning—public and non-public—for all races conferred 8,373 earned degrees between July 1, 1953, and June 30, 1954, according to Circular No. 418, recently issued by the U. S. Office of Education.

These degrees—7,167 bachelor's, 1,012 master's, and 194 doctor's—were conferred by 12 publicly-supported and 22 non-public institutions. Of these degrees, 4,723, or 56.4 per cent, were conferred upon men and 3,650, or 43.6 per cent, upon women. On a racial basis these 8,373 degrees were divided as follows:

White6,793, or 81.1%
 Negro1,505, or 18.6%
 Indian 25, or .3%

Doctor's degrees were conferred upon 176 men and 18 women, all white, by three institutions: N. C. State College, 25; University of North Carolina, 102; and Duke University 67.

Of the total earned degrees, 57.4 per cent or 3,896 were conferred by Duke, North Carolina State, the State University, and Wake Forest. These four institutions conferred 55.5 per cent of the bachelor's degrees, 48.4 per cent of the master's degrees, and 66.0 per cent of the doctor's degrees awarded in 1953-54.

Fields of Study

The number of degrees according to subject field, race, sex, and degree is shown in table II. When the total number of degrees at all levels for each subject field is

considered, it is found that 5,916 or 70.6 per cent, were conferred in each of six major fields. These fields, with the number and per cent of all degrees which they represent, are: Education, 2,557 (30.5 per cent); Applied Social Sciences, 1,149 (13.7 per cent); Basic Social Sciences, 886 (10.6 per cent); English, 513 (6.1 per cent); Medical Sciences, 435 (5.2 per cent); and Engineering, 376 (4.5 per cent).

Education ranked first in the number of bachelor's degrees conferred by institutions for white students, with 930, or 16.2 per cent, of these 5,750. Nearly 78 per cent of these recipients of the bachelor's degrees in Education were women. The field of Business and Commerce (exclusive of accounting) was second in the number of bachelor's degrees conferred by institutions for white students, with 690, or 12.0 per cent. Of these, 75.5 per cent were received by men. English ranked third in number of bachelor's degrees conferred by these institutions with 405, or 7.0 per cent, of the total.

Largest number of master's degrees received by white students was also in the field of Education, with 554, or 63.4 per cent.

Of the 194 doctor's degrees conferred, all by institutions for white students, 25 were in Chemistry, 18 each in Mathematics and Psychology, and 17 each in Education and English.

Negro institutions also conferred the largest number of degrees in Education, with a total of 691, or 44.4 per cent. Of the 138 master's degrees conferred by institutions for Negroes, 94, or 68.1 per cent, were in the field of Education.

I. Degrees Earned from North Carolina Institutions of Higher Learning, by Institutions, 1953-54

(Compiled from Circular No. 418, U. S. Department of Health, Education and Welfare, Office of Education)

Institution	Men	Women
PUBLIC	WHITE	
Appalachian	Bachelor's 74	145
	Master's 94	59
East Carolina	Bachelor's 148	248
	Master's 55	57
N. C. State	Bachelor's 596	5
	Master's 100	3
University	Doctor's 25	303
	Bachelor's 930	65
	Master's 179	10
Western Carolina	Doctor's 92	70
	Bachelor's 70	35
Woman's	Master's 46	423
	Bachelor's 34	71
Total—BACHELOR'S	1818	1194
Total—MASTER'S	508	290
DOCTOR'S	117	10
NEGRO		
Agri. & Tech.	Bachelor's 155	114
	Master's 32	23
Elizabeth City	Bachelor's 38	32
Payetteville	Bachelor's 23	17
N. C. College	Bachelor's 77	179
	Master's 32	43
Winston-Salem	Bachelor's 31	118
Total—BACHELOR'S	304	618
Total—MASTER'S	68	70
INDIAN		
Pembroke	Bachelor's 11	14
TOTAL PUBLIC	Bachelor's 2133	1826
	Master's 576	360
	Doctor's 117	10

Atlantic Christian	Bachelor's 39	85
Belmont Abbey	Bachelor's 15	50
Catawba	Bachelor's 73	173
Davidson	Bachelor's 671	271
Duke Univ.	Master's 54	20
	Doctor's 8	26
Elon College	Bachelor's 75	50
Flora Macdonald	Bachelor's ---	71
Greensboro	Bachelor's 47	26
Gulford	Bachelor's 93	79
High Point	Bachelor's 80	80
Lenoir Rhyne	Bachelor's 145	145
Meredith	Bachelor's ---	1
Queens	Bachelor's 1	55
Salem	Bachelor's 2	41
S. Bapt. Theo.	Bachelor's 62	78
Wake Forest	Bachelor's 325	---
	Master's 2	---

Total—BACHELOR'S	1656	1057
Master's	56	20
Doctor's	59	8
NEGRO		
Barber Scotia	Bachelor's ---	41
Bennett	Bachelor's ---	77
Johnson C. Smith	Bachelor's 50	58
Livingston	Bachelor's 17	50
Shaw Univ.	Bachelor's 35	96
St. Augustine's	Bachelor's 24	47
Total—BACHELOR'S	126	369
TOTAL NON-PUBLIC	Bachelor's 1782	1426
	Master's 56	20
	Doctor's 59	8

GRAND TOTAL	Bachelor's 3915	3232
	Master's 632	380
	Doctor's 176	18
White—BACHELOR'S	3474	2251
	Master's 564	310
	Doctor's 176	18
Negro—BACHELOR'S	430	987
	Master's 68	70
Indian—BACHELOR'S	11	14

Note: Black Mountain and Montreat Colleges were not included in the circular, but Southeastern Baptist Seminary was included.

Other B. S.									
EDUCATION									
Education	378	783	336	249	14	3	144	546	47
Industrial Arts	208	722	309	245	14	3	83	514	37
Physical Education	27	61	3	1	1	1	18	32	1
ENGINEERING	143	319	24	3	7	11	45	32	1
English	142	263	38	1	1	11	11	330	38
FINE ARTS	142	263	21	13	11	6	13	40	4
Architecture	75	158	23	11	1	1	13	14	1
Music	20	1	1	1	1	1	13	13	1
Speech and Dramatic Arts	24	106	6	1	1	1	13	13	1
Other F. A.	27	13	15	6	1	1	1	1	1
FOREIGN LANGUAGES	4	38	2	4	11	2	5	19	1
Classical	36	45	9	7	11	2	41	64	9
French	8	1	1	1	3	1	8	1	1
German	16	19	5	4	2	2	20	36	5
Spanish	1	1	1	1	1	1	20	36	5
Russian	12	24	2	1	2	1	13	26	1
Other	1	1	1	1	2	1	1	1	1
Geography	6	2	2	2	2	2	6	2	2
HEALING ARTS and MEDICAL SCIENCES	346	78	---	---	2	---	346	81	4
Dentistry, D.D.S. only	33	1	---	---	---	---	33	1	---
Dental Science	11	5	---	---	---	---	11	5	---
Medicine, M.D. only	173	23	---	---	---	---	173	26	---
Nursing	---	---	---	---	---	---	---	---	---
Optometry	---	---	---	---	---	---	---	---	---
Osteopathy	---	---	---	---	---	---	---	---	---
Pharmacy	42	6	---	---	---	---	42	6	---
Public Health	34	16	---	---	2	---	34	16	4
Veterinary Medicine	---	---	---	---	---	---	---	---	---
Other	53	27	---	---	---	---	53	27	---
Home Economics	---	---	---	---	---	---	---	---	---
Journalism	146	---	---	3	---	---	146	---	---
Law, LL.B. or higher	28	15	---	---	---	---	28	15	---
Library Science	120	4	1	---	1	---	120	4	---
Mathematics	5	27	---	---	---	---	5	27	---
Military or Naval Science	62	52	---	---	17	---	71	65	---
PHYSICAL SCIENCES	153	33	19	4	41	---	168	40	19
Astronomy	---	---	---	---	---	---	---	---	---
Chemistry	113	32	12	4	25	---	128	39	12
Geology	15	1	1	---	3	---	15	1	---
Metalurgy	---	---	---	---	---	---	---	---	---
Meteorology	---	---	---	---	---	---	---	---	---
Physics	25	1	6	---	13	---	25	1	6
Other	---	---	---	---	---	---	---	---	---
PHILOSOPHY	8	3	1	---	---	---	8	3	1
Psychology	26	26	5	4	16	2	28	32	5
RELIGION	192	71	1	1	4	---	210	78	1
Education and Bible	60	70	1	1	4	---	75	75	1
Theology	132	1	---	---	---	---	141	3	---
SOCIAL SCIENCES	1168	491	56	10	30	1	1257	679	60
Basic:	483	266	33	8	30	1	511	306	36
Anthropology	1	1	---	---	---	---	1	1	---
Economics	153	18	7	---	6	---	155	18	7
History	156	88	13	2	11	---	169	101	13
International Relations	---	---	---	---	---	---	---	---	---
Political Science	128	39	9	2	5	1	132	40	9
Sociology	45	120	4	4	8	---	146	146	7
Applied:	685	225	23	2	2	---	746	373	24
Accounting	58	2	5	1	---	---	61	2	5
Business and Commerce	521	169	18	1	---	---	551	253	19
Public Administration	---	---	---	---	---	---	---	---	---
Social Work	101	43	---	---	---	---	107	107	---
Other:	---	---	---	---	---	---	---	---	---
MISCELLANEOUS	224	20	4	---	---	---	232	30	4
Arts (without major)	27	3	---	---	---	---	31	31	---
Sciences (without major)	83	14	---	---	---	---	90	24	---
Other	114	3	4	---	---	---	114	3	---

Annual Workshop for Negro Principals Scheduled for NCC, June 21-July 30

The second annual workshop for Negro principals in North Carolina has been arranged for June 21-July 30 at North Carolina College in Durham, according to G. H. Ferguson of the Division of Negro Education, State Department of Public Instruction.

The main objective of the workshop is the developing of competencies needed on the job among North Carolina principals.

Twenty-five scholarships will be available to Negro principals throughout the State upon recommendation of their superintendents and approval by the workshop planning committee. These grants will practically cover the charges for tuition and fees. Recommendations should be sent to G. H. Ferguson of the State Department.

Funds for the workshop have been made available through the Southern Education Foundation, which will jointly sponsor the conference along with North Carolina College and the State Department of Public Instruction. Graduate credit will be available provided the applicants meet the requirements set up by North Carolina College.

Dr. James Finney, of the Department of Education, North Carolina College, will serve as director of the workshop, which will also have two full-time consultants, as well as a number of special consultants.

Last summer approximately twenty principals attended the workshop, and devoted a great portion of their time to a study of "The Principal as a Social Engineer," and "The Administrator's Role in the Improvement of Instruction." This summer, as last summer, attention will be focused on developing more and better leadership at the principalship level.

Six Conferences Held

Six area conferences for Negro supervisors and principals were held during the month of April. The theme of each conference was "Enriched Instruction Through Teacher Growth."

These conferences were planned co-operatively by the State supervisors and by principals and supervisors from each local area.

Meetings were held in Edenton, Kinston, Fayetteville, Greensboro, Charlotte, and Raleigh. Similar regional meetings were held last fall, at which time improvement of instruction was also stressed.

German Educators Laud State's Citizenship Program

The program of civics and citizenship in the public schools plus the community life of the towns themselves are outstanding achievements in North Carolina, according to the five German educators who visited schools in North Carolina early this year.

The five visitors to our State spent a month in five different school units: Burlington, Reidsville, Rocky Mount, Shelby and Statesville. They returned to the office of the State Department of Public Instruction on February 4 to give their impressions to State Superintendent Charles F. Carroll and his staff.

The one thing that stood out above all else about the schools visited, these educators unanimously agreed, was the excellent training in citizenship in these schools which extended into the life of these several communities. The relationship between teacher and pupil is much closer in this country, they said.

Chief weakness of our schools, these educators thought, was too little stress on foreign languages and the natural sciences.

Annual Summer Conference of NCCSS To Be Held At Appalachian, July 25-29

The annual summer conference of the North Carolina Council for Social Studies will be held July 25-29 at Appalachian State Teachers College in Boone. Arrangements have been made for housing and meeting facilities; and the College has agreed to give six quarter hours of college credit to those who enroll for four weeks, including the week of the summer conference.

Emphasis during the summer conference will be on problems and procedures involved in the current State-wide curriculum study in which NCCSS participates. It is hoped that as many as possible of district and local curriculum study committee members and others interested will attend in order to share their experiences in curriculum study and work out solutions for problems encountered to date. A chief purpose of the 1955 Summer Conference is production of a resource guide to effective

Bulletin on Educational Tests Issued by UNC Extension Service

Educational tests are thoroughly explored in the January issue of the *Extension Bulletin* of the University of North Carolina.

In the Foreword, Dr. Charles F. Carroll, State Superintendent of Public Instruction states: "The use of standardized tests in instruction has become accepted practice in public schools of today. The need for a central depository where teachers can go to examine and select tests appropriate to their needs and also receive professional counsel on testing problems is always pressing."

The Extension Division of the University together with the School of Education emphasize the fact that their purpose in handling tests is to facilitate the uses of these instruments in improving the learning of children in North Carolina.

In the *Bulletin* three types of tests are discussed: achievement tests, intelligence tests, and interest inventories. Following this discussion is a detailed and descriptive list of various types of tests.

The 67-page *Bulletin* is available through the Extension Division of the University. School tests and materials should be ordered from 204 Abernathy Hall, Chapel Hill.

procedures for district and local groups to use in carrying forward their curriculum study. For those who can attend during the week preceding the Summer Conference, a one-week workshop in curriculum building will be offered. This may be of value to those participating in the State-wide Curriculum Study.

Considerable time at the Summer Conference will be allowed for rest and recreation. The recreational activities will be conducted informally, some organized and some providing free choice to suit individual tastes. Many conferees will want to see the nearby outdoors drama, "Horn in the West," or tour the scenic and historic mountain area around Boone.

Homer Lassiter, consultant in the State Department of Public Instruction, is chairman of the NCCSS committee arranging the summer conference.

Enrollment To Climb 30,000 Per Year

There were 968,066 pupils enrolled in the public schools of the State last year, 1953-54, according to figures released by the Department of Public Instruction. This was 39,000 more than the previous year.

Expected enrollment for the current year is estimated at approximately one million students, or an increase of between thirty and thirty-two thousand. For the next four years every indication is that the enrollment of each succeeding year will be 30,000 or more than the preceding year. For 1959-1960 and 1960-1961 the increase in enrollment is expected to be slightly less.

Nevertheless, by 1960-1961 the total enrollment is expected to be more than 1,150,000.

NCEA Elects Officers Passes Resolutions

Officers of the North Carolina Education Association were announced at its final session held March 24-26 at Asheville.

Bert Ishee, principal of the Alexander Graham Junior High School of Fayetteville, is the new president; O. P. Johnson, superintendent of the Duplin County schools, vice-president; and Mrs. Ethel Perkins Edwards, reelected as executive secretary.

The Division of Superintendents chose O. P. Johnson to head that division for the coming year. A. D. Kornegay, superintendent of the Statesville school unit, was elected vice-president, and W. J. Bullock, superintendent of the Kannapolis city schools, was named secretary.

The Classroom Teachers Division elected Nell Stinson, Raleigh teacher, as president; Mrs. Anna Neese of Lexington, vice-president; Inez Page of Durham, secretary; and Margaret Mercer of Asheville, treasurer.

A resolution commending the political and educational leaders of the State for their attitude towards the Supreme Court ruling on segregation was adopted.

In other resolutions the Association urged the General Assembly to provide an opportunity for retirement system members to vote on the integration of the retirement system and social security; urged increased salaries for State legislators; and called for the appointment of a full-time legislative representative for educational forces in the State.

Calendar of Professional Meetings, Conferences, Workshops, Institutes

June 6-11	—Southern States Work Conference, Daytona Beach, Florida.
June 6-July 12	—Workshop in Resource-Use Education, East Carolina College, Greenville, N. C.
June 7-17	—Workshop in Alcoholism in Health Education, East Carolina College, Greenville, N. C.
June 12-26	—Fifth North Carolina High School Radio-TV Institute, Chapel Hill, N. C.
June 21-22	—Conference on School Law, Duke University, Durham, N. C.
June 27-28	—State College Conference for Superintendents, N. C. State College, Raleigh, N. C.
June 28-July 1	—American Home Economics Association, Minneapolis, Minn.
June 13-July 1	—“Outdoor Science for Teachers,” Wilmington, N. C.
July 5-July 22	—NEA Convention, Chicago, Illinois.
July 3-8	—Workshop in North Carolina History, Appalachian State Teachers College, Boone, N. C.
July 5-15	—North Carolina Council of Social Studies Annual Summer Conference, Appalachian State Teachers College, Boone, N. C.
July 25-29	—Superintendents' Conference, Mars Hill, N. C.
August 8-12	—National Conference on Citizenship, Washington, D. C.
September 19-21	—Tenth National Conference of County and Rural Area Superintendents, San Diego, Calif.
October 9-12	—American Education Week.
November 6-12	—North Carolina College Conference, Winston-Salem, N. C.
November 8-9	—White House Conference, Washington, D. C.
November 28-December 1	

“Senior Citizens of America” Formed by Givens and Morgan

“Senior Citizens of America,” the nonprofit organization recently formed by Willard E. Givens and Joy Elmer Morgan to serve people over forty years of age in all walks of life now has a rapidly growing membership in every state and territory. It is offering a special group service to business, industrial, civic and professional agencies which wish to help their senior employees in planning for retirement.

The service includes a 64-page monthly magazine SENIOR CITIZEN, which is published without advertising and contains a wide range of useful material. Local education associations may be especially interested in this service for their members who are nearing retirement. For information about this SCA Group Service or for a free copy of the popular booklet SO YOU'RE OVER 40, send a stamped self-addressed envelope to SENIOR CITIZENS OF AMERICA, 1701 Sixteenth Street, Washington 9, D. C.

Catawba College Bulletin Features Teaching

The winter issue of the *Catawba College Bulletin* is devoted to an over-view of the current teacher situation, not only in North Carolina but in the nation. The *Bulletin*, though definitely an advertisement for Catawba College, stresses the significant aspects of teaching as a career about which students should be aware.

The first section of the *Bulletin* includes a discussion on “Who Should Teach?” The remainder of the *Bulletin* is devoted to the following topics: “How Does One Become a Teacher?” “Are There Plenty of Job Opportunities in Teaching?” “What Salary Does a Teacher Receive?” and “Why Should the Prospective Teacher Consider Catawba College?”

This bulletin approaches the acute problem of teacher shortage and teaching as a career with frankness and sincerity. It is the type of bulletin which might be of real benefit to many high school students if it were available in the counselors' office, the library, or the home room.

Twenty-Two Foreign Countries Offer Summer School Programs

Foreign summer schools open to U. S. students are listed in *Summer Study Abroad 1955*, pamphlet published by the Institute of International Education, 1 East 67th Street, New York City.

The twenty-page leaflet lists educational institutions in twenty-two countries which offer summer programs. It tells where to apply and gives helpful information on credits, living arrangements and costs, transportation, and passports and visas. Scholarship information is given. Early application should be made for the few awards available.

European countries where American students may enroll for summer study are Austria, Belgium, Denmark, Eire, France, Germany, Great Britain, Greece, Italy, the Netherlands, Norway, Portugal, Spain, Sweden, and Switzerland.

In Latin America courses are offered at schools in Cuba, the Dominican Republic, Guatemala, Mexico, and Peru. There are also summer study oppor-

tunities at a number of Canadian universities and at the American University of Beirut in Lebanon.

The majority of courses offered to summer visitors are designed to give insight into the language, history, and culture of the host country. In addition to such "civilization" courses, instruction is offered in art, music, world affairs, and other subjects. There are often special courses for teachers of foreign languages.

Summer Study Abroad 1955 names only those courses which are sponsored by foreign educational institutions. Reference is made to other publications which discuss study tours, work camps, student travel, or other opportunities for a foreign summer.

The Institute of International Education administers exchange programs for public and private agencies here and abroad. Each year approximately 4,000 persons from eighty countries study or train in a country other than their own through Institute programs.

"Social Acceptance" Theme of Study Published by NCC Bureau of Research

Social Acceptance in Child Society is the title of a recent graduate report published by the Bureau of Educational Research, North Carolina College at Durham. This study, prepared by William H. Brown and Leanna T. Wilcox is the first in a research series on interpersonal relations.

This report coordinates the research which has recently been done at North Carolina College in this area; and concludes with the following summation: "Social acceptance is revealed by these studies as a complex rather than a unitary concept. As with other interpersonal relations, social acceptance appears to be a facet of the power complex of social groups. That is, social acceptance and rejection seem to have meaning only in situations where inequalities in status exist. A recent and promising theory of power in small groups holds that the awareness of inequalities in small group situations by members of the group give rise to difference in power. It is possible that differences in status and hence in power are recognized, respected and perhaps perpetuated in groups. It is possible, too, that group productiveness can be enhanced by these differences, particularly if group cohesiveness has

its roots in these inequalities also. This theory of power as the *modus operandi* of small groups deserves further testing."

N. C. School Designs Win Top Awards

Two designs for proposed school buildings in North Carolina won top awards in a recently held national competition for best school design in the United States.

Design for the West Charlotte High School was among the five top winners in the competition sponsored by *The School Executive*, awards being announced at the Regional A.A.S.A. convention recently held in St. Louis, Mo. This design was by the architectural firm of Graves and Toy, Charlotte.

In the second annual Design Awards Program sponsored by *Progressive Architecture*, National architecture magazine, a design by A. G. Odell, Jr., ATA, Six Associates, Charlotte, for the proposed West Junior High School of Mecklenburg County won an Award Citation.

School Property Taxes Have Wide Range

Among 61 North Carolina cities which levy school property taxes, according to a recent report, 35 levy such taxes up to the limit voted while 26 levy taxes less than the limit voted.

Forty-seven of the cities have taxes which range between 15 and 30 cents per hundred dollars valuation. Seven cities have rates above 30 cents, with Roanoke Rapids (.50), Charlotte (.45), and Mooresville (.40) being the highest. Seven cities have rates between fifteen and thirty cents. Only two cities in the State voted permissive rates below fifteen cents. Eighty per cent of the 61 cities reporting have permissive taxes ranging between fifteen and thirty cents; and 75 per cent of the cities actually levy taxes between these amounts.

Bulletin on Scholarships To Be Distributed

A bulletin listing all scholarships available in the institutions of higher learning in North Carolina is in the process of preparation by the State Department of Public Instruction under the supervision of Nile F. Hunt, coordinator of teacher education, and will be distributed to high schools throughout the State at an early date. This publication is the continuation of work initiated by the Wake County chapter of Phi Beta Kappa, which had collected much information in this area prior to turning the project over to the State Department.

Information in the bulletin will include the name of each institution of higher learning in North Carolina, the name of each scholarship available through the institution, the basis for selection, restrictions, number, value, to whom applications should be submitted, and date for filing application. All North Carolina colleges and universities have been invited to submit data, which, it is felt, will be of considerable value to teachers, principals, counselors, parents, and students.

In addition to listing scholarships available through the various institutions of the State, the publication in many instances will discuss types of financial assistance available through certain colleges, such as loan funds and self-aid arrangements.

According to Mr. Hunt, this publication should be in the hands of North Carolina high schools prior to the closing of the 1954-55 school year.

Mrs. Moore Elected V-P of Health Group

Mrs. Annie Ray Moore, health educator for the State Department of Public Instruction, was elected vice-president for the Health Section of the Southern District Association for Health, Physical Education, and Recreation, which met in Tulsa, Oklahoma in April. Mrs. Moore was elected, in absentia, over two other candidates in a run-off election; and will represent the thirteen states in the Southeast in this capacity.

Dr. Taylor Dodson, adviser in physical education for the State Department, who attended the Tulsa, convention, participated in five different programs, each of which was centered around the convention theme, "Cooperation In Action." Dodson was a discussion leader at the elementary physical education workshop; served as chairman of the section on "Safety in Physical Education and Sports"; and was a program participant in the camping section, the men's athletic section, and the joint meeting of the men and women's athletic section.

"How I Teach. . ." Contest To Give \$1,000 in Awards

"How I Teach During the First Week of School" is the title of a contest being conducted jointly by *Scholastic Teacher* magazine and the American Textbook Publishers Institute.

The purpose of the contest, according to M. R. Robinson, president of *Scholastic Magazines*, "is to give teachers throughout the nation an opportunity to tell other teachers about their most successful ways of challenging and interesting students as the new school year begins, and by so doing, making teaching and learning a richer personal experience."

All active teachers of any subject in grades four through 12 may enter the contest by submitting manuscripts not exceeding 1,500 words to be judged for the following awards: 1st—\$300; 2nd—\$200; five 3rd prizes of \$100 each.

All entries must be submitted to *Scholastic Teacher*, 33 West 42nd Street, New York 36, N. Y., postmarked no later than midnight, June 30, 1955. The manuscripts will be judged by a committee selected by the Advisory Council of *Scholastic Magazines*. For full information about the contest see the March 2nd issue of *Scholastic Teacher*.

650 North Carolinians To Participate In Survey on Vocational Agriculture

More than 650 North Carolinians—principals, superintendents, vocational agriculture teachers, young farmers, and adult farmers—are currently being interviewed relative to "what constitutes an effective program of vocational agriculture in a community." This random sampling of 46 selected centers in North Carolina will provide valid data on which to reach pertinent conclusions about the present program and on which to base plans for the future.

The intensified interview program in this State is a part of a regional study including twelve states, according to Dr. J. B. Kirkland, chairman of the Department of Education at State College and for eight years chairman of the Southern Research Committee. "It has been unusually gratifying," declares Dr. Kirkland, "to observe the attitude of cooperation and concern which individuals in all the states involved have shown toward a redefinition of what constitutes an effective program of vocational agriculture. Thus far, in the region itself, approximately

90 per cent of the seven-page questionnaires have been returned."

In North Carolina it was decided that an intensive cross-sectional survey of this problem would bring useful results; consequently, interviews will be held with 46 principals, 46 superintendents, 46 vocational agriculture teachers; 240 juniors and seniors enrolled in vocational agriculture; and 276 young and adult farmers within the supervisory vocational agriculture program.

The seven-page instrument for recording facts and ideas is, by and large, a check list; but opportunity under each heading is given for original and constructive ideas. Some interviews are individually conducted; on occasions, however, group interviews are felt to be more effective as well as time-saving.

Data from the regional survey and from the North Carolina study are being coded at State College as rapidly as questionnaires are turned in; and during the summer it is expected that a complete report of the findings of these studies will be available, declared Dr. Kirkland.

Direct Relation Between Education Level, One's Earning Power and Buying Power

Studies by the Chamber of Commerce of the United States indicate conclusively that there is a direct relationship between educational level and earning power, therefore buying power, for all males twenty-five years of age and over.

In 1950, 82 per cent of the men in the United States with positions paying \$10,000 or more had college or high school education; about 15 per cent had five to eight years of schooling; and about three per cent had none to four years. Seventy-nine per cent with incomes between seven and ten thousand also had college or high school education.

Those with an eighth-grade education or less were found in great numbers among the lower-bracket incomes. For example 77 per cent of those earning less than \$500 had eighth-grade education or less; 61 per cent of those earning \$1,500-\$2,000 were in the same category.

The study also shows that high school or college trained farmers operated 57

per cent of the farms producing \$10,000 a year or more, and 40 per cent of the farms producing \$5,000-\$10,000. On the contrary, farm operators with eighth-grade education or less operated 69 per cent of the farms producing \$2,500-\$5,000; 75 per cent of the farms producing \$1,200-\$2,500; and 84 per cent of the farms producing less than \$1,200 annually.

The study likewise indicates that those cities whose median levels of education are highest also have the highest average per capita retail sales. Magazine circulation is highest in those centers whose educational levels are highest, thereby indicating that effective advertising and communications in general are related to the educational development of people.

This 44-page brochure, with many colored charts and graphs, is entitled *Education—An Investment in People*; and may be had by writing the Chamber of Commerce of the United States, Washington 6, D. C.

Organization for Athletic Officials Has Support of Many State Groups

A State-wide athletic officials' organization was set up March 23 at a special meeting on the North Carolina State College campus, with representatives from many interested groups present.

An executive committee was agreed upon which will operate until such time as a more permanent organization can be effected. Members of this committee include Dan S. Davis, representing the superintendents; president of the Division of Principals or his representative; president of the North Carolina Coaches Association or his representative; Walter Jones, coordinator for the Eastern area; A. J. Simeon, coordinator for the Central area; W. P. Griffin, coordinator for the Western area; L. J. Perry, N. C. High School Athletic Association; W. C. Clary, Jr., Western North Carolina Athletic Association; and Dr. J. L. Pierce, Department of Public Instruction.

Outdoor Science Courses Offered by Two Colleges

Two summer sessions, entitled "Outdoor Science for Teachers," have been arranged for Wilmington Junior College by the Division of College Extension, North Carolina State College. The three-week sessions will take place June 13-July 1 and July 5-July 22.

Informal lectures and field trips designed to build an understanding of science and provide opportunities for developing science materials at all grade levels will be under the direction of Dr. B. B. Brandt, Dr. B. W. Wells, and J. B. Funderburg, Jr.

Courses offered during the first three weeks include "Marine Life in the Coastal Waters" and "Birds of Coastal North Carolina." During the second session "Plant and Animal Life in Coastal North Carolina" and "Biology and Conservation of Marine Animals" will be given. All courses will offer three semester hours credit on the undergraduate level. Total cost for each three-weeks course will be between \$100-\$110. All classes will meet at the Wilmington Junior College and field trips will begin from this point. Rooms are available in Wilmington and at Wrightsville Beach.

For additional information one should write Division of College Extension, Box 5125, State College Station, Raleigh, N. C.

The purpose of the athletic officials' organization is to provide adequate and well-trained officials for all public school interscholastic athletic contests. Functions will include those of recruitment, training, certification, coordination of regional activities, supervision, and assignments.

The executive committee was authorized to organize itself and set up subcommittees to plan and execute a program of recruitment, training, and certification. The coordinators were authorized to work in the respective areas to assist existing officials' groups in training, organization, and supervision for the respective areas. It was agreed that all activities of the coordinators were to be in accordance with policies adopted by the executive committee. The executive committee was also requested to appoint a subcommittee to develop a constitution and set of by-laws which will be discussed at a subsequent meeting.

North Carolina to Receive \$69 Million in Federal Aid

More than sixty-nine million dollars in federal grants-in-aid will be distributed in 1955 to thirty-eight groups and agencies in North Carolina, according to the *Legislative Bulletin* of the Council of State Governments. This amount is nearly ten million dollars more than was allocated for North Carolina in 1954.

Of this amount more than thirty million have been earmarked for old-age assistance, aid to dependent children, aid to the blind, and aid to the permanently and totally disabled. Thirteen million dollars have been designated for primary, secondary, and urban highway funds. More than five million dollars in federal funds will be used by the school lunch program in North Carolina; and more than four million each for the unemployment insurance and employment security administration and for hospital construction.

During the current year, cooperative vocational education will receive \$1,169,633; vocational rehabilitation, \$922,150; survey and school construction, \$582,300; maternal and child health services, \$513,906; services for crippled children, \$455,054; civil defense, \$306,887; forest fire cooperation, \$331,842; federal airport program, \$329,819; and experimental stations, \$661,408.

Dr. Carroll Will Deliver Commencement Address

State Superintendent Charles F. Carroll will deliver the commencement address at Lenoir Rhyne College graduation exercises on May 30, according to announcement by Dr. Voigt R. Cromer, president of the college.

Other speakers are the Reverend George R. Whittecar of Concord, and Dr. S. Wilfred Hahn, head of the Department of Mathematics of Winthrop College, Rock Hill, S. C. The Rev. Mr. Whittecar will deliver the baccalaureate address and Dr. Hahn will be the speaker for the annual alumni luncheon.

High School Students May Take Dramatic Art At UNC Summer Session

Courses in dramatic art for high school students will be offered this summer at the University of North Carolina, Chapel Hill, according to an announcement of the Extension Division.

Any high school student or graduate of the current year is eligible for this instruction, the announcement states, and one unit of dramatic art credit may be applied toward a high school diploma. The courses for high school students will be offered during the session July 18-August 24. For catalogue and other information write to the Department of Dramatic Art, University of North Carolina, Chapel Hill, N. C.

New Bulletin on Nursing Available to Teachers, Counselors

Careers in Nursing, published by the Committee on Careers of the National League for Nursing, is now available to teachers and counselors from 2 Park Avenue, New York 16, New York.

The 24-page bulletin is divided into six sections with many appropriate subdivisions. The main sections include

- Nursing as a Career
- What Do Nurses Do?
- Qualifications for Nursing
- Preparation of the Professional Nurse
- Practical Nursing
- Aides and Others in Nursing Service

This publication is a "must" for counselors and teachers who stress career opportunities. It is authentic, complete, and attractive!

The Attorney General Rules . . .

Condemnation Proceedings

In reply to inquiry: With your letter of February 22nd you enclosed copy of a letter from Mr. _____, Superintendent of the _____ County Schools, together with a drawing showing the location of the land in question. Mr. Hobson states that the Board of Education of _____ County seeks to acquire by condemnation proceedings a tract of land between the _____ Elementary School Building and the high school building for a proposed addition to such buildings. It happens that the land in question is the tract upon which the residence of the owner is located. Mr. _____ then poses the following question:

"I inquire if G. S. 40-10 or any other statute will prevent the _____ County Board of Education from securing these lots by condemnation processes."

G. S. 115-85 points out the procedure for the acquisition of school sites by condemnation proceedings. The procedure is not entirely spelled out by statute. On several occasions I have suggested that the procedure should either be spelled out in detail by an amendment to the statute or that G. S. 115-85 should simply be amended to provide that the procedure will be that pointed out in Article 2, Chapter 40 of the General Statutes. As I recall, the Commission on Revision of the School Laws, of which Mr. _____ is a member, has suggested some amendments to the statute now codified as G. S. 115-85, but has not suggested that the procedure be spelled out in detail. For whatever it is worth, I am sending to Mr. _____ a copy of a letter from this office to Superintendent _____ of _____, under date of July 1, 1953, and a letter to the Honorable H. P. Taylor, under date of August 20, 1953, making certain suggestions as to procedure.

G. S. 40-10, referred to by Mr. _____ in his letter, provides that no corporation coming under the provisions of Chapter 40 of the General Statutes, shall be allowed to have condemned to its use, without the consent of the owner, his dwelling house, yard, kitchen, garden or burial ground, unless condemnation of such property is expressly authorized in its charter or by some provision of the General Statutes.

I find no decision of our Supreme Court directly in point, but it is my

view that Chapter 40 of the General Statutes is not applicable to the condemnation of property for school purposes except that G. S. 40-2(5) makes that chapter applicable to a condemnation proceeding in order to obtain a pure and adequate water supply for schools or colleges. This view is strengthened by what our Supreme Court said in the case of *MT. OLIVE v. COWAN*, 235 N. C. 259. In that case, the Town of Mt. Olive proceeded under the provisions of G. S. 160-205 to condemn land for street purposes. The property in question was the tract upon which the owner's dwelling house, garage, yard and garden were located. Our Supreme Court held that the provisions of G. S. 40-10 were not applicable. It is my view that our Supreme Court would very likely hold that the provisions of G. S. 40-10 are not applicable to a condemnation proceeding for school purposes under G. S. 115-85.—Attorney General, February 24, 1955.

Tort Claims; Liability for Injury to Student Monitor

In reply to inquiry: In your letter of March 23rd you refer to the fact that the superintendent or principal of every public school to which students are brought by school buses may appoint a monitor for each bus. You then inquire:

"If this student monitor should be seriously injured while performing such duties, would the State of North Carolina assume the same financial responsibility that it does assume for the other children who are passengers on this particular school bus?"

G. S. 115-378.1 provides that the superintendent or principal of a school may appoint student monitors. This section further provides that it shall be the duty of the monitors to keep order and do other things necessary for the safe transportation of children in public school buses under rules and regulations established by the county board of education or the principal of the school where the bus is operated.

In your letter you state parenthetically that a student monitor is not an employee of the State. While there has been no decision of our Supreme Court on that point, I agree with your statement. In a tort claim recently handled by this office, the Industrial Commission ruled that a student monitor is not a

State employee. This case was appealed to the Supreme Court but not on that point. Therefore, we do not have the advantage of the opinion of the Supreme Court on that question.

Assuming that a student monitor is not a State employee, I see no reason why such a student should not be protected under the Tort Claims Act of 1951, now codified as Article 31, Chapter 143 of the General Statutes, to the same extent as are other children who are passengers on the bus. Unquestionably, teachers are State employees while performing their ordinary duties. This office has represented the State Board of Education in many claims made by teachers under the Tort Claims Act and has never taken the position that a teacher injured, or whose property has been damaged by the negligence of the bus driver, is not entitled to recovery under the Tort Claims Act.

Until our Supreme Court decides otherwise, this office will assume that a student monitor is entitled to the same protection under the Tort Claims Act as are other children.—Attorney General, March 25, 1955.

Authority of City School Board to Pay for Land for School Purposes in Installments

In reply to inquiry: In your letter of November 10th you quote from a letter from Superintendent _____ of the _____ City Schools in part as follows:

"Because of the present tax structure the owner would like deferred payments. This is our proposed plan. We will have a deed prepared for one half of the property on which the building will be erected. We would pay to him before December 1, 1954, \$12,500. A deed and a check for an additional \$12,500 payable January 10, 1955, would be placed in escrow. On January 10, we would receive the deed in fee simple and the bank would give to the owner our check. By doing this the tax would be applicable in two years instead of one. For the remaining 8 or 9 acres we would take an option at a nominal or an agreed price for purchasing the property which actually will not be needed for several years and the option is to be exercised during the period of the next biennium. Then in like manner the \$20,000 for the property would be

(Continued on page 16)

LOOKING BACK

5 Years Ago

(N. C. Public School Bulletin, May, 1950)

State Superintendent Clyde A. Erwin recently announced the appointment of Arnold E. Hoffmann as State Supervisor of Music Education.

Superintendent Holland McSwain of Caswell County has announced that he will not be a candidate for reelection when his present term expires on June 30, 1951.

Mrs. Anne W. Maley, State School Lunch Supervisor, was recently appointed Chairman of the Facilities Committee of the National School Food Service Committee.

Wise educational and vocational planning should start as early as the 9th or 10th grade and should be emphasized each year, according to Dr. Roy N. Anderson, Director Student Personnel, North Carolina State College.

10 Years Ago

(N. C. Public School Bulletin, May, 1945)

Julia Wetherington, Associate in the Division of Instructional Service of the State Department of Public Instruction, accompanied by Birdie Holloway of Woman's College, recently visited schools in Duplin, Sampson and Washington Counties in the evaluation of music programs, conferences and demonstration lessons.

J. Edward Allen, Superintendent of the Warren County Schools for 25 years, was presented a gold loving cup at a recent countywide meeting by the white teachers of the county.

A. B. Hurt, Superintendent of Schools (Ashe County), announced yesterday (April 11) that his office now had a large collection of new books for children ready for circulation.

15 Years Ago

(N. C. Public School Bulletin, May, 1940)

There are ten Future Teacher Clubs with 332 members organized in the State, according to Clyde Nelson, Secretary, University of North Carolina.

Supt. R. H. Atkinson has resigned as head of the county (Dare) school system.

There are now more than 600 accredited elementary schools in the State, according to *State School Facts* for April.

Two N. C. Colleges To Sponsor Workshops In Human Relations

Two workshops in human relations and intergroup education, sponsored by the Commission on Educational Organizations of the National Conference of Christians and Jews, have been arranged for North Carolina. One will be held at East Carolina College, June 6-18; the other, at North Carolina College in Durham, June 27-July 9. A total of 36 such workshops will be held with cooperating colleges and universities during the coming summer.

The 62 regional offices of NCCJ cooperate with the various institutions in securing enrollment and providing modest amounts of scholarship aid. For full information, write the nearest National Conference office or communicate with Dr. Herbert L. Seamans, 381 Fourth Avenue, New York 16, New York.

The Attorney General Rules

(Continued from page 15)

paid during the 1955 and 1956 calendar years."

Under date of March 9, 1954 I wrote you, and sent a copy to Superintendent _____, expressing the opinion that there is no statute authorizing the board of trustees of a city administrative unit to purchase real property and execute a purchase money mortgage to secure the payment of a part of the purchase price. However, in the plan outlined in Mr. _____'s letter, it seems to me that no indebtedness would be created. The City School Board would be taking title to the property on which the building will actually be erected. That complies with the requirements of G. S. 115-88. As a matter of convenience to the seller, the School Board is paying for this property in two installments in two different tax years. As to the remaining property, which will not be needed by the School Board for several years, an option for the purchase of the property is suggested, that property to be paid for also in two different tax years. I assume that title would actually be conveyed to the School Board when the first installment is paid. In that way no indebtedness would actually be created, the deferment in payment would be simply for the convenience of the seller of the property.—Attorney General, November 15, 1954.

MAKING TODAY'S NEWS

Iredell. Everett Miller, Assistant State Superintendent of Public Instruction, will address Iredell County school committeemen, school principals and PTA officers in Monticello School lunchroom March 10 at 7 p.m., it was announced today.—*Statesville Record and Landmark*, March 3.

Surry. Some 20,000 pupils of schools in the Elkin area were getting ready today for their annual trip to the Gilvin Roth YMCA tomorrow to hear a free concert by the North Carolina Little Symphony under the direction of Benjamin Swalin.—*Elkin Tribune*, March 7.

Greensboro. Supt. of Greensboro Schools B. L. Smith, "delighted with the outcome" of a \$6,000,000 school bond election yesterday, today said the school board and administration hopes to let contracts in the summer for almost \$4,000,000 worth of new school facilities in the next year.—*Greensboro Record*, March 9.

New Hanover. New Hanover County educators were told last night that the development of public education has resulted in a growth of business and industry in North Carolina in the past half-century.—*Wilmington News*, March 18.

Caldwell. Santford Martin, chairman of the State Board of Education, will be the principal speaker at a district meeting of the State School Board Association at Lower Creek School, Caldwell County, Thursday afternoon and night, March 31.—*Hickory Record*, March 16.

Raleigh. By unanimous vote, members of the Raleigh School Board of Trustees yesterday named the elementary school on Noble Road in honor of the late Dr. J. Y. Joyner and the elementary school on Poole Road in honor of Dr. Clarence Poe.—*Raleigh News and Observer*, March 12.

Maxton. A meeting of citizens here last night indicated majority opposition to legislation, now ratified, which provides for the appointment of the Maxton school board by the Legislature.—*Lumberton Robesonian*, March 29.

Buncombe. The County School system, still feeling the effects of a more than 20-year lag in building improvements, is faced with a need of an immediate increase of at least \$221,455 in its capital outlay and current expense appropriation for the next fiscal year.—*Asheville Citizen*, March 24.



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